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ABSTRACT

As a beginning point from which a teacher may use his own insights and understandings to launch, enrich, or strengthen a reading program, this tentative guide to reading offers some ideas, suggestions and guidelines that can aid the teacher in meeting the individual needs of his students. Activities and techniques are built upon a continuum so that the child can progress at his own rate and according to his diagnosed needs. Objectives and philosophies are first stated and serve as the foundation for the remaining chapters, which are given to (1) the teacher as a person, (2) the nature of the learner, (3) organization of the local reading program, (4) readiness, (5) reading for enjoyment, (6) reading in the content areas, (7) diagnosis, (8) word attack skills, (9) comprehension, (10) study skills, and (11) oral reading. The focus of each chapter is defined and subdivided into skills and concepts, behavior, prescription, and reference. Appendixes provide information on approaches to reading, reading tests, sources of help, and district sponsored materials, and a bibliography is included. (HS)

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(TENTATIVE)

READING FOR INFORMATION AND ENJOYMENT

Kindergarten Through Grade Twelve

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FOREWORD

Reading occupies a prominent place in the school curriculum because of its value as a tool of communication. Reading plays a vital role in all content areas, each of which demands specialized skills and techniques. It has a life-long function in the acquisition and utilization of knowledge. Of equal importance is the contribution of reading to enjoyment and satisfaction and to the development of attitudes, feelings, and tastes.

Reading instruction must be based upon total language development. No single approach to the teaching of reading and no single program will meet the needs of all children. Reading skills do not just happen. They are a complex built of many facets - observation, retention, analysis, synthesis - and are an integral part of language. They begin to develop as soon as a child begins to respond to life around him and they continue throughout his life.

This tentative guide to reading is an attempt to present some ideas, suggestions, and guidelines that can aid teachers in developing programs to meet the individual needs of children. Activities and techniques are not assigned to grade levels. Rather, they are seen as a continuum upon which a child may progress at his own rate and according to his diagnosed needs.

The guide is not all-encompassing nor complete. It is a beginning point from which a teacher may launch a program to be added to, enriched, and strengthened. Teachers' own insights and understandings are vital in adapting the ideas and principles of this guide to each individual situation.

Recommendations from teachers for additions and modifications to make it an even more usable guide are earnestly solicited.

Dr. Lerue Winget
Deputy Superintendent
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Thanks and appreciation is extended to Vermont Harward and his committee, who have developed the Reading Handbook, for ideas and information.

Thanks also is expressed to Elsie Dee Adams and Lynn Jones of the State Division of Instructional Media for contributions and encouragement; and to Shirley Frandsen, typist, of the Division of General Education.

PREFACE

Reading is one of the four communication skills. This great invention has been devised by man to expand, deepen, and quicken his power to understand and to relate with the things, people, and the aesthetic qualities of his world. It makes possible the storage and retrieval of ideas.

By use of complex decoding skills, man is able to relate an author's expressions to his own experience in such a way that the reader is able to share a vicarious experience with an author. Reading is one of the very important catalysts of learning.

There are other facilitators of learning. Chief among these is basic experience. Long before he has learned to decode written symbols the child has learned to use his senses of touch, sight, taste, hearing, and smell to acquire knowledge. This is experience. Some say that half of the knowledge possessed by man is learned by the time he is five to seven years of age. The bulk of this knowledge has been acquired without reading. The greater the variety of depth of the reader's experience, the better his chance of clear communication with an author through written symbols.

The value of reading rests solely in the transmittal of concepts, feelings, and understanding. Reading is communication or it's nothing. Therefore, the central purpose of reading instruction is the development of capacity to receive communication via written symbols. If reading instruction fails to achieve this function, it fails its "reason to be."

Man's drive for achievement demands that learning be acquired at an ever-accelerating pace. Based upon an adequate experience background (which results in a comprehensive conceptual framework) reading can provide a powerful means of acquiring knowledge at an increasingly accelerated rate. It thereby becomes a potent source of achievement and a valuable learning tool.

Fulfillment comes through reading when one thrills at the discovery of a new idea, has a question answered, experiences vicariously the frustrations and triumphs of real or fictitious people, travels to distant places, relives historical events, etc. Aesthetic fulfillment can also be acquired through written communication. One who has deprived himself of the delight of experiencing beautifully conceived poetry or prose has missed one of life's great opportunities for true fulfillment. The skills of decoding and especially the skills of comprehension are means which serve these greater ends.

This is a plea to recognize reading for what it really is: communication of ideas; an exceedingly valuable secondary facilitator of learning (the primary facilitator being experience itself); an accelerator of learning, once the essential experience background is adequate; a source of fulfillment resulting from learning acceleration, aesthetic delight, and idea transmittal.

If this is true, then the acquisition of reading competency should provide learners with experience in:

1. Translating sight symbols into sound symbols.

2. Thinking, evaluating, and reacting to written materials; and drawing conclusions and inferences.

3. Communicating intelligently with an author in such a way as to understand his purposes, detect his biases, sense his motives, follow his central ideas, assimilate his message and evaluate its worth.

4. Responding aesthetically to the beauty of written language so that they enjoy and appreciate the rhetoric, rhythm, accuracy, variety, vitality, and color in written communication.

5. Seeing and using written materials as a means by which knowledge and values produced by the human mind become available--from nature, history, mathematics, society, philosophy, religion, and other sources.

6. Identifying with characters in literature in such a way as to participate in their activities and feelings vicariously, and interpret their circumstances in terms of personal experience and meaning.

Decoding skills are a means to these ends and must be practiced by the learner and presented by the teacher as such.

G. Morris Rowley, Coordinator
Elementary Education

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PHILOSOPHY AND OBJECTIVE GUIDELINES

Reading is a form of communication in which the reader receives a message. Print is "talk written down," and in the beginning stages the reader simply converts this print into a spoken language which he already knows--whether this translation is actual (oral reading) or mental (silent reading). The mere conversion of print to sound, however, may result in nothing but phonetic "word calling." It is "reading" only when meaning is communicated. In other words reading is thinking. W. Somerset Maugham stated, "A good reader reads thoughtfully, makes sure of his meaning, often stops to see that he understands, or to reflect and judge, and turn back in his mind to retrace the way he has come. He must pay close attention to all that makes up the sense; that is, to the separate words, for to know the author's meaning is possible only when all his words are understood."

Attitudes are acquired as a result of pleasant or unpleasant experiences; therefore, the reading teacher must be aware of, and try to avoid unpleasant experiences which may prove to be a hindrance to the students' motivation.

Inasmuch as the learning of reading skills is a vital part of reading, the teacher must not only have a knowledge of these skills, but also must know how to help students apply them. It is the task of the reading teacher, therefore, to diagnose the student's level of readiness at every stage of his development, and to assist the student in selecting materials at the appropriate level that will help him to reach his goals and to establish new goals.

The program for reading must develop a reader who recognizes the many purposes of reading and who can adjust his reading style to these purposes. Such a reader can rely on many sources for getting information, can distinguish facts and opinions and detect propaganda or prejudices, can draw conclusions from what has been read, can use findings to promote self-direction, is able to relax and enjoy reading for gain in personal development and satisfaction.

The reader then, as W. Somerset Maugham suggested, should be one who thinks and produces something from the printed page with the look and taste of his own mind upon it; one who can read history, biography, poetry, fiction, science, or religion until he knows man's ways and his general direction so that he can strike the trail of human progress anywhere and follow it.

Answers:

(answers may differ)

1.

2.

3.

4. (1) Reads widely
(2) Comprehends by critical analysis
(3) Develops study skills
(4) Adjusts rate and style to materials that is read

1. Can YOU teach reading?

2. Would you teach reading if you knew how?

3. Are you a mature reader?

4. Name four characteristics of a mature reader?

OBJECTIVES OF READING

The mature reader is one who:

1. Demonstrates that he has a positive attitude toward reading by reading.
2. Enjoys reading both for information and for pleasure.
3. Demonstrates an understanding of the relationships between reading and writing, speaking and listening, and makes effective use of oral and written communication.
4. Uses reading to promote self-direction.
5. Responds to artistry in the materials he reads.
6. Exhibits aesthetic satisfaction and personal enrichment derived from many sources of reading.
7. Enriches his vocabulary by application of appropriate vocabulary development skills.
8. Reads both critically and creatively; he reads between the lines.
   (a) Detects bias, prejudice, and propaganda in what he reads.
   (b) Distinguishes facts from opinions.
   (c) Draws logical inferences, judgments, and conclusions from what he reads.
9. Adjusts his reading skills with flexibility according to the purpose for reading, according to his personal background, and according to the nature of the material being read.
10. Pronounces new words quickly and accurately by applying appropriate clues - word structure, phonics, and/or configuration.
11. Reads accurately words and phrases with multiple meanings.
12. Exhibits adequate performance in the communicative art of oral reading.
13. Applies appropriate reading-study skills to material being read.
14. Interprets what he reads so he can predict probable outcomes and anticipate what will logically follow.

15. Reads and interprets accurately appropriate symbols, charts, diagrams, maps, graphs, etc.

16. Uses a dictionary efficiently to find words rapidly, select appropriate definitions, and pronounce unfamiliar words.

17. Uses skillfully reference and resource materials when needed.

OBJECTIVES OF READING INSTRUCTION

Every facet of a reading program logically must lead to a single major objective - a person who reads. Obviously, each person will have different needs and will develop different skills in reading. However, the mature reader has characteristics which can be identified through his behavior.

As the reader grows and matures with many successful reading experiences he will develop:

1. Maturity in reading habits, attitudes, tastes and interests (reads widely)
   a. Appreciating and enjoying books, authors, and illustrators
   b. Developing an attitude of inquiry
   c. Using reading to meet individual and group needs
   d. Developing an attitude of wanting to share reading experiences (author's point of view, factual information, story, etc.)

2. Maturity in comprehension abilities
   a. Perceiving and recalling details
   b. Recognizing organization and sequence
   c. Grasping main ideas in sentences, paragraphs, or complete selections
   d. Thinking creatively
   e. Analyzing critically

3. Maturity in the basic reading study skills
   a. Locating information
   b. Evaluating information for accuracy and relevance
   c. Collecting and organizing material
   d. Retaining and recalling material
   e. Following directions

4. Maturity in adjusting rate and style to suit the type of material at hand
   a. Learning to skim and scan (selective type)
   b. Learning to read for detail (study type)
   c. Learning to read casually for enjoyment

5. Maturity in oral reading
   a. Interpreting meaning and feelings
   b. Enjoying - appreciating
   c. Developing expression
   d. Adapting voice to size of room and audience
   e. Reading in thought units
   f. Developing good speech habits (enunciation, pronunciation)

6. Maturity in word-study
   a. Building vocabulary
   b. Recognizing words
   c. Analyzing words

THE TEACHER AS A PERSON

The teacher is the most important variable in the classroom. Although research evidence suggests that no single type of personality is vital to teaching success or effectiveness, certain fundamental personality attributes are commonly recognized by educators as being contributive to the positive development of most students. The discovery and nurturing of important personal attributes is absolutely necessary for the teacher who would extend his influence more deeply.

Do you dare to look at yourself? Use the next five pages to assess your personal qualities.

The Teacher As A Person Pre-Test

1. How do I measure up as a person?
2. What kind of teacher am I?
3. Do I go the "extra mile?"
4. List at least five positive attributes a successful teacher possesses.

Answers:

1.
2.
3.
4. (1) Interest and respect
   (2) Patience
   (3) Enthusiasm and love for learning
   (4) Firmness
   (5) Consistency

THE TEACHER AS A PERSON

Attributes	Description	Explanation
Genuine respect and unselfish concern	Deep regard for intrinsic worth of the student	The teacher has a personal interest in student needs, the desire to give of self for growth and happiness of each student, and the ability to empathize.
Firmness and consistency	Steadiness (quality of not being easily moved or disturbed, holding to a standard or an ideal)	It is wise to maintain a sensitive balance between firmness and flexibility, between concern for student's desires and educational goals. The teacher establishes reasonable and fair classroom policies and procedures, preferably with the help and planning of his students.
Fairness	State of being unbiased and impartial	A teacher who is fair tries to deal justly and equitably with each student regardless of his race, parentage, or socio-economic status. He tries to do for each student that which will maximize personal development.
Sensitivity to the present needs, interests, and abilities of each student	Having quick and keen sensitivity to intellectual differences and personality needs including interests and abilities of each student	The teacher is sensitive to student anxieties over their ability to learn and to their lack of self-confidence. He does not expect the same performance from all his students. He challenges each to work to his own capacity.

Attributes	Description	Explanation
Flexibility	Ability to respond to changing or new situations	The flexible teacher is imaginative, creative, pliable, and not threatened by the unexpected or innovations in modern techniques. He adapts with a measure of composure to the new situation.
Friendliness	Involves being kindly and warmly disposed toward others	By his friendly manner, he promotes a warm, wholesome classroom atmosphere. He treats students with kindness yet firmness.
Cheerfulness	Implies an animated and even temper which shows itself in face, voice, and action	The cheerful teacher radiates his state of mind by his ready smile, by the vigor of his action, and by the animation of his facial expressions and voice.
Enthusiasm and love for learning	Ardent zeal and interest in learning and discovering truth	The teacher who radiates his love for learning tends to create in the minds of his students a sense of wonder and fascination for ideas and an intense eagerness for learning and discovering truth.
Moral excellence	Attributes of honesty, loyalty, dependability, virtue, and integrity	In the area of character development, as in all other areas of teaching one can teach no more than he himself personally accepts and exemplifies. The teacher attempts <u>to</u> <u>be</u> what he encourages his students <u>to</u> <u>become</u>.

Berry's World

"John, when you say I'm really 'heavy,' how do you mean that?"

* * *

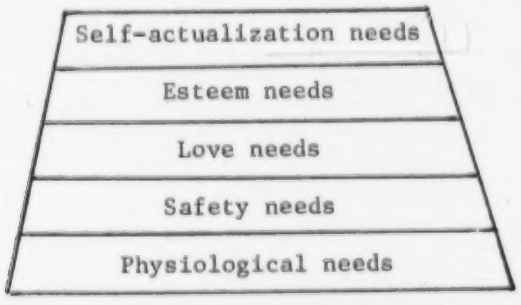
Attributes	Description	Explanation
Emotional competence	Ability to deal effectively with and contrcl emotional expression or feeling	The teacher's unique patterning of emotional reactions sets the stage or atmosphere for classroom learning. Teaching is an emotionally taxing profession, and one cannot hope to be consistently successful nor at peace with himself or others unless he develops a measurable degree of emotional competence. To be effective, teaching decisions must be based on what is best for the student and not on the teacher's personal needs.
Introspectiveness	Reflective examination and appraisal of one's self	A good teacher sees himself objectively and devises a plan of self-improvement. He examines his personal convictions, experiences, philosophy of life, and education, attempting always to clarify and refine. He recognizes he can succeed no better as a teacher than he does as a person.
Patience	The ability to bear or endure difficulties with composure	The patient teacher shows a willingness to accept the student's individual learning pace. Many insecure students have been measurably helped by the teacher who has had sufficient patience to help them learn to satisfy their needs in legitimate ways while enduring some personal displeasure in the process.

Attributes	Description	Explanation
Sense of humor	Ability to appreciate the humorous	The perceptive teacher uses humor as a first aid measure to relieve tension and to provide a change of pace. He never uses humor to embarrass or humiliate students. It involves an attitude of not taking oneself too seriously and the ability to chuckle at one's mistakes.
Personal cleanliness and good grooming	Quality of being physically clean and neat in appearance	The teacher is sensitive to the importance of his physical bearing and cleanliness. The quality of his physical appearance influences the image the students hold of him as a person.
Self-esteem	Having a positive and acceptant attitude toward oneself	The teacher who has a positive attitude toward himself is likely to be self-confident in his teaching, and open to suggestions from others.

THE NATURE OF THE LEARNER

A major element in the learning of reading skills is the learner himself. He is the one most important variable which the reading teacher must deeply understand in order to teach effectively. Reading is a composite of responses by an individual learner whose quality of reading performance is affected by his own unique background and abilities. The teacher who promotes the efficient learning of reading must take into account his students' experiential background, their physical, intellectual, emotional, and social characteristics. He must have a deep sensitivity to his students' abilities, interests, and ambitions in order to: (1) approach his students individually on that academic level at which they are capable of achieving the maximum degree of reading success, and (2) select teaching materials and methods which will markedly promote their reading competency and bring about desired behavioral changes.[1]

Maslow has offered a theory concerning students' needs which is referred to as the "hierarchy of needs."



[1]Dechant, Emerald V., Improving the Teaching of Reading, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964, pp. 33-83.

Maslow's theory implies that students do not need to be forced to conscientious study and constructive schoolwork. Provided suitable curriculum, students' inherent curiosity, desires for understanding, and self-actualizing motives are sufficient. To release the natural self-actualizing motives, the teacher needs to provide greater satisfaction of physiological, safety, love, and esteem needs. When the lower-level needs are reasonably satisfied, the student is likely to pursue stimulating reading tasks with more enthusiasm and then go on to achieve a greater degree of reading proficiency.[2]

---

[2]Maslow, Abraham H., "A Theory of Human Motivation," Psychological Review, 1943, p. 50, pp. 370-396.

The Nature of the Learner Pre-Test

1. What is the most important variable in learning to read?

Answer:

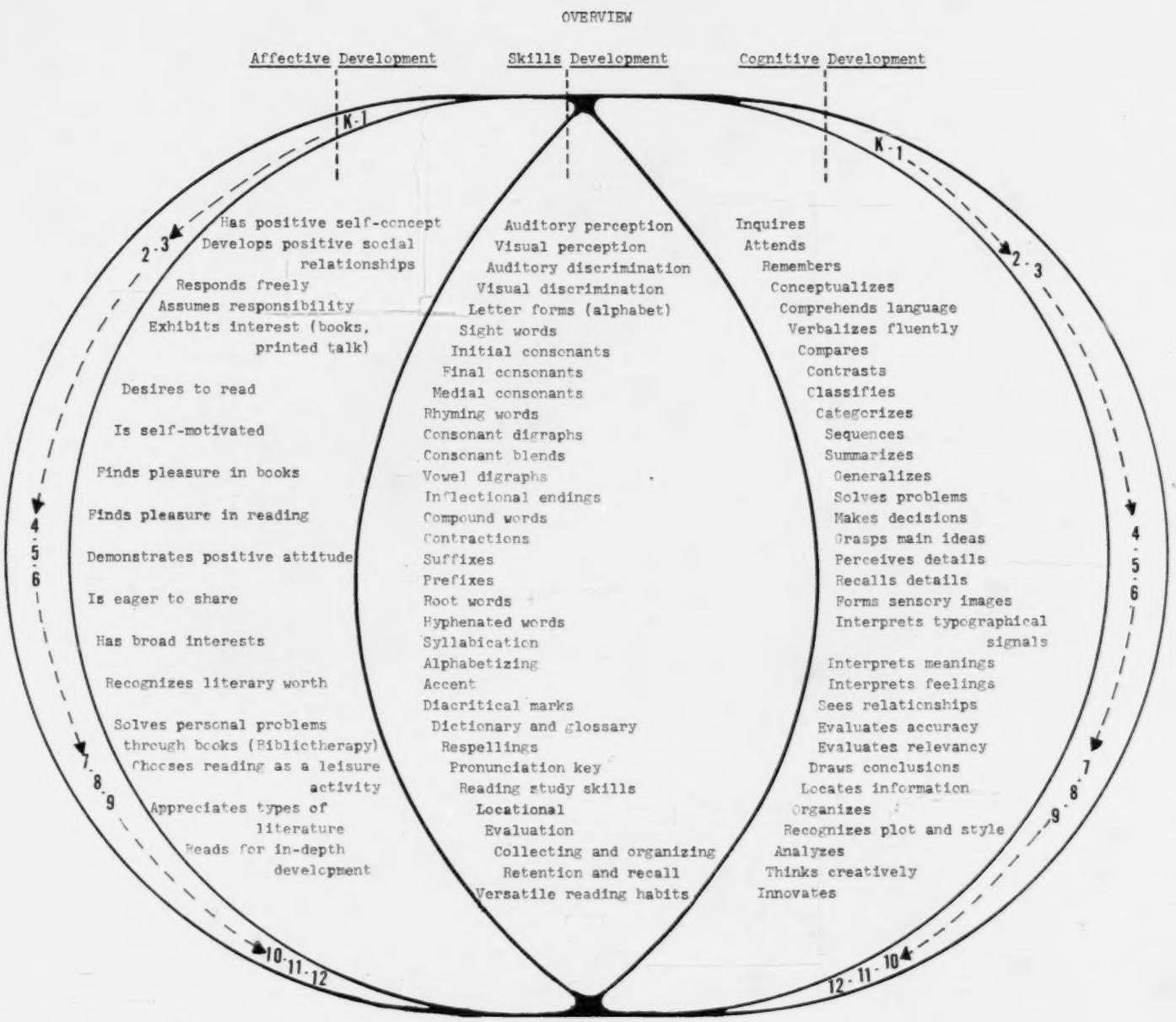
1. The Learner

The overview diagram is presented as a check to help in visualizing a complete reading program for kindergarten through twelfth grade.

Skills, abilities, and attitudes listed at the beginning of the overview will of necessity need to be reviewed and reinforced as needed by individual students.

The sequence is not rigid and many of the skills that are listed toward the middle and end of the continuum can also be taught advantageously in the early stages of reading instruction.

OVERVIEW


Affective Development
Skills Development
Cognitive Development
K-1
2-3
4-5-6
7-8-9
10-11-12
Has positive self-concept
Develops positive social relationships
Responds freely
Assumes responsibility
Exhibits interest (books, printed talk)
Desires to read
Is self-motivated
Finds pleasure in books
Finds pleasure in reading
Demonstrates positive attitude
Is eager to share
Has broad interests
Recognizes literary worth
Solves personal problems through books (Bibliotherapy)
Chooses reading as a leisure activity
Appreciates types of literature
Reads for in-depth development
Auditory perception
Visual perception
Auditory discrimination
Visual discrimination
Letter forms (alphabet)
Sight words
Initial consonants
Final consonants
Medial consonants
Rhyming words
Consonant digraphs
Consonant blends
Vowel digraphs
Inflectional endings
Compound words
Contractions
Suffixes
Prefixes
Root words
Hyphenated words
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Compares
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Summarizes
Generalizes
Solves problems
Makes decisions
Grasps main ideas
Perceives details
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Evaluates relevancy
Draws conclusions
Locates information
Organizes
Recognizes plot and style
Analyzes
Thinks creatively
Innovates

ORGANIZATION OF THE LOCAL READING PROGRAM

Reading is important in all areas of subject matter. It can be said, that the success of the whole curriculum is dependent upon the effectiveness of the reading program.

While we may agree that it is what teachers do with a program that really counts, we should also agree that systematic attention must be given to the overall organization of a reading program if it is to make its maximum contribution.

Organization of the Local Reading Program Pre-Test

A reading program should include:

a. A functional phase

b. An enrichment phase

c. A developmental phase

d. A study program

e. A recreational phase

f. A speed phase

Choose One:

1. All of these
2. All but f
3. a, b, c, e, f
4. a, b, c, e
5. a, c, e

(Answer No. 5 - a, c, e)

CHARACTERISTICS OF A READING PROGRAM

The following guidelines are proposed for developing effective local patterns of organization:

1. Define program in keeping with the State philosophy.
   a. Base teaching on diagnosis (test, teach, retest, as an ongoing process)

   b. Develop the following areas at each level:
      (1) Development of reading skills
      (2) Application of the reading skills
      (3) Recreational or personal reading

   c. Adjust the organization to meet the instructional needs of each student
      (1) Reading levels
      (2) Skills
      (3) Interests

2. Plan for continuous study, evaluation, and revision. Keep the program in line with sound principles and techniques of learning.

3. Acquaint <u>all</u> teachers with the organization and functioning of the entire reading program. It is important for each teacher to understand how his own instruction fits into the total program for continuous development of reading skills.

4. Provide adequate supplies and equipment to support the suggested program.

5. Adjust class load to be in keeping with good educational policy.

6. Stimulate reading interests through an attractive, flexible classroom environment.
   a. Set up interest centers

   b. Schedule special class time for selecting, browsing, sharing, and study of materials

   c. Shelve books in specially designated areas

   d. Set up attractive book displays

   e. Provide comfortable, attractive mobile furniture

7. Strengthen your reading program by keeping the community informed.

8. Organize a concise, adequate, and readily available record-keeping system.

A retrieval system should be designed for simplicity and ease of use. It is a necessary component for effective individualization.

The term retrieval system has emerged from computer technology. It applies to the keeping of records which provide for the identification of essential past, present, and ongoing information about learners. It is IMPERATIVE in prescribing for learners.

A good retrieval system:

(1) Serves the student by providing better understanding of himself and of the educational goals.
(2) Provides self-motivation.
(3) Serves to communicate progress to parents and students.
(4) Serves the teacher in helping to evaluate, diagnose, and prescribe appropriate learning activities for the student.

References:
1. C.P.E. Manual.
2. Heilmann, Arthur W., Teaching Reading, pp. 354-355.
3. Smith, Nila Banton, Reading Instruction for Today's Children, pp. 422-426.

READINESS

Too frequently maturation or genetically determined growth is confused with learning or environmentally induced growth.

"Without maturation the child cannot learn; without experiences he has nothing to learn. . .The child develops skills most readily if they are built upon the natural foundation of maturational development. Premature training may lead to no improvement, to only temporary improvement, or to actual harm. Premature training may destroy the child's natural enthusiasm for a given activity and it is doubtful that drill and exercise will ever be a substitute for maturation."

"However, children need appropriate environmental stimulation if maturational development is to progress at an appropriate rate. The teacher cannot overemphasize either maturation or experience learning. Too much emphasis on maturation may lead to useless postponing of what could be learned; too much emphasis on learning or experience may lead to futile attempts at teaching that for which the child is not ready."[1]

Russell suggests that if a child isn't ready, he is remarkable in his ability to resist teaching.

The teacher should always be appraising. Standardized tests, informal tests, teacher observation, performance on assigned tasks, individual conferences, and study of school records are all necessary to make diagnosis complete. It is possible for a teacher to misjudge a given child's capabilities seriously unless she uses some scheme for keeping her present judgment from being influenced by negative opinions about the child.

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[1]Dechant, Emerald V., Improving the Teaching of Reading, Prentice-Hall, New Jersey, 1964, pp. 127-128.

Readiness Pre-Test

Name 5 areas of readiness. If a student doesn't have these YOU can provide help!

1.

2.

3.

4.

5.

Answers:

1. Concept formation and language development

2. Auditory perception

3. Visual perception

4. Awareness of reading mechanics
   a. Listening
   b. Left to right, top to bottom, front to back
   c. What books are

5. Positive attitudes toward reading

EVIDENCES OF READINESS FOR BEGINNING READING

Reading Readiness

1. Concept Formation and Language Development

    a. Sensory experience
    b. Sophisticated language usage

2. Auditory Perception

    a. Gross discriminations
        (1) Sound sequences
        (2) Source and direction of sound
        (3) Figure ground - child can perceive sound amidst a lot of sounds
        (4) Perception of common sounds of environment

    b. Minute discriminations
        (1) Rhyming words
        (2) Nursery rhymes and poems
        (3) Syllables
        (4) Phonemes

3. Visual Perception

    a. Likeness
    b. Difference

4. Reading Mechanics

    a. How to handle books
    b. Left to right
    c. Front to back
    d. Top to bottom
    e. Print is talk

5. Positive Attitude

MENTAL READINESS

Skills--Concepts	Behavior	Prescription	Reference
Mental age, generally is a much better indicator of reading readiness and achievement than is I.Q., especially at the early levels.	The teacher may infer that if her estimate of a student corresponds with a low mental age test score, a regular reading program should be delayed.	Pursue a thorough readiness program for the child of low ability. Provide experiences which will overcome deficiencies in all areas.	
		"Adapt materials and methods to suit the differences in mental ability found in the class, rather than waiting for each child to reach a certain mental age."	E-8 Bond
		The results of a group test of mental ability are informative and useful to the teacher. When the accuracy of the group mental test is questioned, an individual mental test should follow.	C-5 Suche
"Mental age and reading become more and more highly related as the reader progresses into more and more mature materials and as he reads more and more for mature purposes."			E-8 Bond, p. 13

NOTE: All references are found in the Appendix.

A. Approaches to Reading
B. Reading Tests
C. Sources
D. District Sponsored Materials
E. Bibliography

Mental Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
"The teacher is an environmentalist. Even though the teacher cannot add to the child's basic capacity, he can do much to encourage his potential. The child commonly has a much greater mental capacity than he is willing to use."	The teacher may infer that the student is mentally ready who: is naturally curious seeks answers to the "how" and "why" of things observes, experiments, tests is increasing his memory span		E-16 Dechant p. 38
The five to six-year-old is naturally curious and seeks answers to questions of how and why in his environment. Students naturally use the elements of the scientific method: they observe, experiment, and test.		Provide for experimentation with levers, wheels, belts, pulleys, magnets, batteries, solids, liquids, and gases. Provide construction materials and measures. Take excursions to observe nature, work processes, etc.	
The young child learns best through his five senses. All learning begins with some sort of sensory experience.		Make use of the child's sense of touch, taste, smell, hearing, and seeing. Provide experiences for him such as the following: Handle bolts, screws, washers, pliers, etc. When blindfolded, try to identify fur, bark, sandpaper, velvet, etc.	

Mental Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Try to identify sounds (crumple of paper, jingle of money, etc.)	
		Identify and describe tastes and smells	
The young child uses many imitations as an approach to learning. Children play things out.		Provide opportunity for children to explore through play: the roles of people they observe around them	
		the meaning of events they have observed	
The memory and attention span of the five to six-year-old are short but are increasing.		Play "following direction" games. (Remembering how to do things, remembering where to go)	
		Use flash card exercises. "Look, circle the letter I showed you." "Look, circle the word I showed you."	
		Display a group of objects. Cover. Try to recall the objects.	
		Show a single picture. Remove. Try to recall the objects in the picture.	
		Use materials for letter and word tracing.	

PHYSICAL READINESS

Skills--Concepts	Behavior	Prescription	Refer
The child is both physical and physiological.	The teacher may infer that the child is physically ready who: grows normally participates actively has normal amount of energy accepts school routines happily has good general coordination evidences good organic condition		
Vision Vision is dependent on the organ of the eye. If the organ is defective the function is likely to be impaired and thus lead to reading difficulty.	The teacher may infer that the student has effective vision if he: can focus on materials can coordinate his eyes to move along a line and make return sweeps sees clearly and distinctly both near and far has visual memory of what he has seen is able to sustain visual concentration	Solicit cooperation between home and school and in the early identification and correction of visual inefficiency.	E-8 E E-16 E-8 E (See Read inst proc Page

PHYSICAL READINESS

epts	Behavior	Prescription	Reference
h physical	The teacher may infer that the child is physically ready who: grows normally participates actively has normal amount of energy accepts school routines happily has good general coordination evidences good organic condition		
dent on the If the the function be impaired eading	The teacher may infer that the student has effective vision if he: can focus on materials can coordinate his eyes to move along a line and make return sweeps sees clearly and distinctly both near and far has visual memory of what he has seen is able to sustain visual concentration	Solicit cooperation between home and school and in the early identification and correction of visual inefficiency.	E-8 Bond p. 43-44 E-16 Dechant p. 43 E-8 Bond p. 99 (See Educational Readiness for instructional procedures) Pages 34-39

Physical Readiness - Continued

Skills--Concepts	Behavior	Prescription	Referer
Direct training in visual discrimination should be given.	has good hand-eye coordination is able to perceive accurately size and distance relationships		
Hearing Hearing is possible only through the organ of the ear. If the organ of the ear is defective, the function is likely to be impaired and thus lead to reading difficulty.	The teacher may infer that the student has hearing problems if he shows signs of: inattention confusion changing of head position to catch sound failure to respond to directions request for restatements	Solicit cooperation between the home and school and in the early identification and correction of auditory inefficiencies.	
The maturation of auditory skill is gradual and is rarely fully developed before eight years of age.			E-16 D p
"Auditory discrimination matures and is developed through instruction."			E-16 D p (See Ed Readin instru proced Pages

Physical Readiness - Continued

cepts	Behavior	Prescription	Reference
in visual uld be	has good hand-eye coordination is able to perceive accurately size and distance relationships		
ible only of the ear. e ear is ction is red and ng dif-	The teacher may infer that the student has hearing problems if he shows signs of: inattention confusion changing of head position to catch sound failure to respond to directions request for restatements	Solicit cooperation between the home and school and in the early identification and correction of auditory inefficiencies.	
of auditory and is loped before e.			E-16 Dechant p. 146
rimination veloped on."			E-16 Dechant p. 146 (See Educational Readiness for instructional procedures) Pages 34-39

Physical Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
General Health			
In general, good health is conducive to reading success and poor health is often associated with reading deficiency.	The teacher may infer that the student has good general health who:	Solicit cooperation from the home in early identification and correction of health problems. Encourage parents to see that the student's health and safety come first.	
Excessive thinness or fatness, poor skin color, dullness of eyes, lack of interest, lack o muscular coordination, may evidence poor health.	is growing normally participates in active play has normal amount of energy accepts school routines happily has good general coordination evidences good organic condition		
Generally, physical inadequacies are contributory factors rather than primary factors causing reading problems.		Encourage participation in health practices, physical examinations, immunization, regular eating habits, regular rest habits.	
Neurological limitations are hard to detect and often come to light as a result of unexplained, unsatisfactory results in good reading programs.	Brain or neurological impairment may be evidenced by lack of response or by hyperactivity at the other extreme. Child may be unable to concentrate, to retain, to express, to verbalize.	Children with neurological problems should receive medical aid in addition to a careful planned program in reading.	

Physical Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
Thinking is possible only through the organ of the brain. If the organ is defective the function is likely to be impaired and thus lead to reading difficulty.		Recognize and adjust to individual limitations and needs.	

SOCIAL READINESS

Skills--Concepts	Behavior	Prescription	Reference
The process of socialization is a significant part of the student's total development. Reading will suffer along with other learnings for the child who is socially insecure. As the child's basic development needs are cared for, his essential prereading needs are met.	The teacher may infer that the student is socially adjusted who: accepts necessary routine is self-reliant and feels responsible for own behavior is considerate of others is accepted by his group contributes to the group assumes responsibility is dependable and recognizes authority	Observe the level of development of abilities as evidenced by the following: Does the student participate in group activities? Is he free from over-aggression? Does he contribute to discussions? Is he accepted by his group? Can he work independently? Does he assume responsibilities? Is he dependable in carrying out his assignments? Does he recognize authority?	

Social Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
If children are to be well adjusted at sixteen years of age, they must be helped to be adequately adjusted at six.		Keep records of significant information. Organize activities that promote gathering and sharing ideas through discussion. Create a feeling of responsiveness by showing the utmost respect for each student and his contributions. Involve all students in planning, taking field trips, using audiovisual materials, sharing reports, evaluating, etc. Apply social studies learning to everyday living by accepting and sharing responsibility and showing consideration for others. Remember that a stable, scheduled, orderly classroom operation is conducive to personal and social adjustment of the students.	

EMOTIONAL READINESS

Skills--Concepts

Emotional problems can distort a child's perception and thought processes so that he learns incorrectly and ineffectively.

Poor performance causes feelings of inadequacy and discouragement. Feelings may become so intense that they handicap learning.

Emotional maladjustment may evolve as a direct outgrowth of a student's frustration in his schoolwork.

Behavior

The teacher may infer that the student is personally well-adjusted who:

accepts necessary routine

is self-reliant and feels responsible for his own behavior

is considerate of others

is accepted by his group

contributes to his group

assumes responsibility

is dependable

recognizes authority

Prescription

Observe the level of development of qualities as evidenced by the following:

Does the student appear young compared to his group?

Is he happy?

Does he have tantrums?

Is he shy or withdrawn?

Does he need more than the average amount of teacher attention?

Does he feel the need for give and take in relationships?

Provide concept type teaching.

Provide time for discussion.

Create types of experiences to help children grow in gaining self-confidence.

Establish a stable, orderly, scheduled classroom.

Referenc

Emotional Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
We contribute significantly to a student's readiness for learning as we work to help him overcome shyness or fear, tension or inability to relate successfully to other children.		Create a feeling of freedom and responsiveness by showing the utmost respect for all students and their contributions. Involve all children in making plans, working on committees, taking field trips, using audiovisual materials, sharing reports, evaluating.	

EDUCATIONAL READINESS

Skills--Concepts	Behavior	Prescription	Reference
Much of a child's success in learning to read depends upon the richness and background of first-hand experiences. A broad rich experience background equips the student with the tools of meaningful reaction to the printed page. Through first-hand experiences the student adds to his stock of ideas and meaningful words which he must have if reading is to be more than word calling.	The teacher may infer that the student is educationally ready who: relates ideas in sequence contributes to experience stories uses a variety of simple sentences expresses himself clearly shows familiarity with the common elements of his environment	Take field trips (farm, food market, factory, museum, planetarium, newspaper plant). Tour school plant and yard. Take neighborhood walks to see a house being constructed. Invite resource visitors to the classroom to tell about or demonstrate the work they do (cake decorating at the bakery, raising beaver or mink, making bread).	

Educational Readiness - Continued

Skills--Concepts	Behavior	Prescription	Referenc
There are real communication hazards in the use of language alone for developing concepts.	understands the stories that are read to him	Plan first-hand experiences where children can observe or experiment in the classroom (hatching chickens, growing indoor garden).	
The school must provide the preparatory experiences for those children who come from an environment that does not stimulate conceptual and perceptual growth.	retells stories	Make and display collections in the classroom.	
Reading success if related to the student's ability to talk purposefully, to express ideas, and to clarify concepts.	has an adequate vocabulary	Use filmstrips, films, pictures, models, T.V., and other audiovisual aids to help develop and clarify concepts.	
	recognizes varied meanings of words	Remember informal teacher observation and appraisal is a day-by-day process.	
	makes auditory and visual discriminations	Provide opportunities for children to tell stories or relate experiences. Note new vocabulary - new meanings of words.	
The student must possess certain thinking skills to experience reading success: He must be able to interpret, associate, conclude, and think on an abstract level		Give training in thinking skills.	
He must have developed an appropriate memory and attention span		Provide exercises for developing attention and memory span such as: Relate stories in sequence	
		Predict outcome from picture sequence	

Educational Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Describe probable reactions of persons in pictures	
		Solve problem situations in pictures	
		Organize ideas according to logic, to chronological sequence	
		Categorize objects, pictures	
		Recognize varied meanings of words	
Auditory discrimination matures and develops through classroom instruction.		Check the student's ability to identify sounds of the environment (train whistle, walking, running, etc.).	
		Prepare exercises recognizing similarities in tonal pattern.	
		Be constantly alert to inadequacies in background or faulty understandings of each student.	
		Provide direct instruction in vocabulary building.	
		Observe level of development of abilities as evidenced by the following: Can he relate ideas in sequence?	

Educational Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Does he speak clearly? Does he speak in complete sentences? Has he adequate oral and understanding vocabulary with which to express himself? Is he free from infantile speech? Is articulation easy? Does he enunciate clearly? Is pronunciation reasonably accurate? Does he use words accurately and well? Does he recognize varied meanings of words? Stop when sharing a good book or poem with children and enjoy colorful phrases and apt words. Plan discussion periods where children have opportunity to discuss items of interest or concern in large groups, small groups.	

Educational Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Prepare exercises for identifying beginning consonant sound, ending consonant sound.	
		Prepare exercises for identifying rhyme.	
		Match pictures to rhyming sound or to beginning sound.	
		Provide training experiences in visual discrimination such as: Identify differences in color and shades of color, size, shape Put puzzles together Complete a figure from parts Identify likeness and difference in abstract objects Sort and categorize as to size, shape, and color Translate square shape of a real object to square of a drawing Translate three dimension to two dimension and vice versa	

Educational Readiness - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Identify position in space (over, under, in, on) Provide activities to develop body awareness (visual motor coordination) Use mirror activities (games, e.g., "Simon says," "Head, Shoulder, Knees and Toes." Jungle gym, balancing boards)	

TEACHING THE CHILD TO READ

Bond quotes Lamoreaux and Lee in relation to readiness as saying: "Each stage of reading is a step in readiness for further reading and this continues as long as there is development in the reading process. Thus, if even in adulthood, one's consciousness of the possibilities and means of improvement in the thought-getting process or the rate, results in an improvement in our reading it may be considered a state in the readiness process."[1]

"Reading readiness, therefore, is not the concern of the first-grade teacher alone, but of all who wish to encourage growth toward reading proficiency."[2]

"Readiness is an ever-present concern of every teacher and every learner in every learning situation. It is immediately apparent that learnings can be made only when the learner is ready to make them."[3]

Guidelines in the learning process that have particular application in this concept of readiness are:

The individual seeks that for which he is physiologically and psychologically ready.

The introduction of skills is useless unless the student's following experiences serve to reinforce and maintain those skills.

Every teacher should be familiar with the sequence and continuity of the total skill development program so that he can adjust prescriptions according to individual learning capacity and readiness.

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[1]Bond, Guy L., Teaching the Child to Read, Macmillan Company, New York, 1960, p. 93.
[2]Ibid., p. 94.
[3]Ibid., p. 93.

READING FOR ENJOYMENT

As the student is being taught the mechanics of reading, he should discover that reading can be fun. The sheer joy of becoming involved in reading has merit in itself. Jeanette Veatch suggests that, "The point is, after all, not only that the children can read, but that they do read."

The student needs to be involved in purpose-oriented selections. The time for this activity should be definitely programmed with the opportunity for special privileges when the need arises.

Reading should never deteriorate into a ritual, but should serve as a means of awakening the senses and stirring the imagination and the emotions. Reading should also satisfy a valid learning or release need of the student.

Unless a student can develop an appreciation for literature and can derive a real sense of pleasure from reading, much of the world's fine literature will not be read. Teachers' enthusiasm for stories and all forms of literature can be contagious and can stimulate students to read. When a valid purpose (information, fun, enjoyment, accomplishment) is achieved, pleasure is derived. Then an old adage is applicable, "What is learned with pleasure, is learned full measure."

Reading for Enjoyment Pre-Test

A. Why should students have recreational reading?
   1.
   2.
   3.
   4.

B. What four ingredients are necessary for a good recreational program to really function?
   1.
   2.
   3.
   4.

Answers:

A. Why should students have recreational reading?
   1. To develop a love for reading.
   2. To develop an interest in and appreciation for authors and their various types and styles of writing.
   3. To explore life vicariously.
   4. To provide natural application of reading skills.

B. What four ingredients are necessary for a good recreational program to really function?
   1. Time (but how much?)
   2. Materials (what kind?)
   3. Setting, location (what is a setting?)
   4. Activities

READING FOR ENJOYMENT

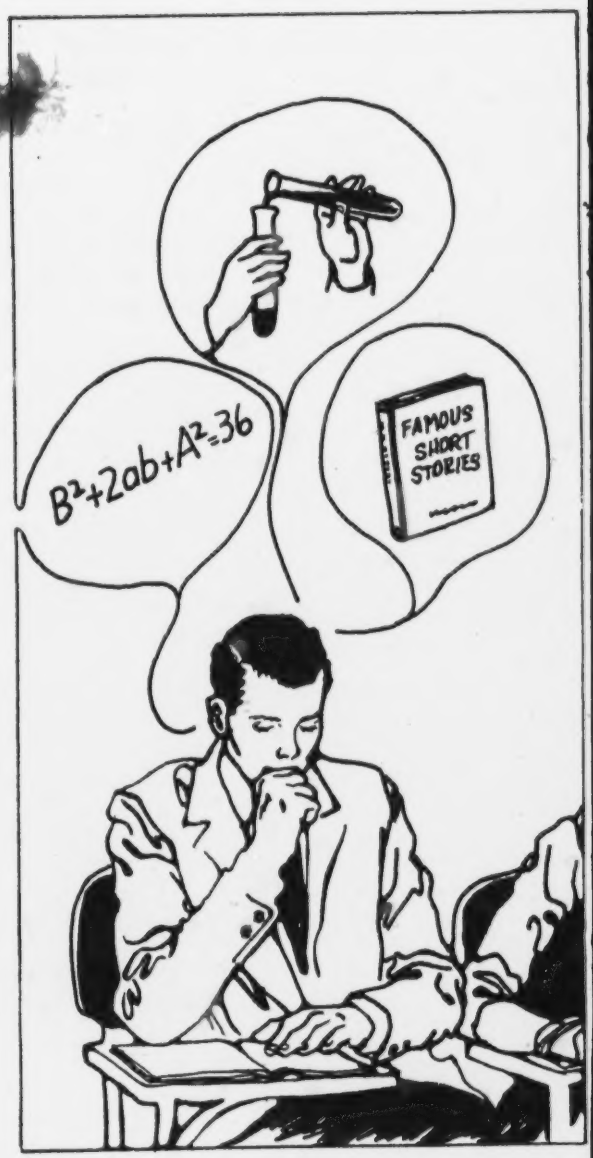
Skills--Concepts	Behavior	Prescription	Reference
Reading for enjoyment of personal satisfaction	The student evidences pleasure in recreational reading by: sharing his readings choosing to read reading a wide variety of materials referring to his readings	Provide an attractive and inviting reading center with many points of interest that are kept current, such as literature, science, poetry, mathematics, art, and social studies.	D-8 CURC
		Provide, with student suggestions, a wide variety of stimulating materials: Novels, editorials, short stories, plays, poetry, maps, travelogues, jokes, songs, tall tales, puns, anecdotes, fairy tales, riddles, letters, comics, charts, tapes, films, records, and digests. Help the student to develop a taste for the "well-written." Help the students to gain an acquaintance with authors and their style of writing. Provide a time for sharing choice selections found during personal reading time. Provide many opportunities for varied reading for fun without the burden of reports and evaluations.	D-8 Rice House

Reading for Enjoyment - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Schedule at least an hour a week for recreational reading. Incidental periods should also be used. Provide opportunities for children who have read the same stories to dramatize them or share in other ways. Provide opportunity for books to be taken home.	

READING IN THE CONTENT AREAS

Every teacher is a teacher of reading. In the content areas, each of the numerous reading skills must be applied to the specific subject area in a particular way. These specific reading skills will not automatically transfer from one content area to another. Teachers must make provision for it. As an important part of the transfer, students will need to develop a knowledge of the specific, technical, and symbolic vocabularies within the various disciplines.



Social Studies

"Reading in the social studies is a special skill and one that the student is called upon to use innumerable times. The student must learn a new verbal vocabulary. He must learn to handle new symbols: maps, charts, graphs, and diagrams. He needs to read critically. The greatest demand put upon the learner is perhaps that of requiring him to interpret relationships, especially cause-effect relationships."

Science

"Reading in science requires the ability to follow a sequence of events. Directions become an important factor. Reading in science as in mathematics usually is careful, analytical, and slow. It puts a premium on inductive reasoning and on detail. It demands a problem-solving approach similar to the steps of the scientific method."

Mathematics

"Reading in mathematics requires the student to comprehend a new set of symbols. He must react to numerical symbols that synthesize verbal symbols. He must be able to read and compute. He must read

deductively. He must translate formulas into meaningful relationships, and generally, he must read slowly."

Literature

"Reading literature require special appreciation of the mood and style of the author. It requires interpretative reading and emotional involvement by the reader. The reader needs to read with his mind and with his emotions."[1]

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[1]Dechant, Emerald V., Improving the Teaching of Reading, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964.

Content Area Pre-Test

1. What provision do YOU make for the teaching of reading in the content areas?

2. Where in the curriculum should the vocabulary of science, social studies, and mathematics be taught?

3. How does reading in the content subjects differ from recreational reading?

Answers:

1.

2. Reading mathematics should be taught in mathematics activities, etc.

3. It is different in style, content, vocabulary, symbols, and purpose.

READING IN THE CONTENT AREAS

Skills--Concepts	Behavior	Prescription	Reference
Social Studies			
Read critically Interprets cause and effect relationships	The student: answers inferential questions (why? how?) arrives at conclusions makes generalizations interprets deeper meanings uses skills when referring to maps, globes, tables, diagrams	Develop specific vocabulary lists. Use words in context. Ask students to use them. Use films, filmstrips, charts, to illustrate a concept. Help students to set purposes for reading. Make purposes specific so the student will know how to read. Provide experiences which require the interpretation of tables, charts, diagrams, maps, etc.	
Science			
Set purposes Search for discovery Hypothesize Organize Generalize, etc.	The student: carries out experiments successfully uses the problem-solving approach	Teach the content vocabulary. Provide opportunity for students to use graphs, equations, formulas, etc. Assist students in setting the purpose for an experiment. Teach students to plan the sequence by jotting down the steps of an experiment in proper order.	

Reading in the Content Areas - Continued

Skills--Concept	Behavior	Prescription	Reference
		Teach students to use problem-solving techniques.	
		Practice making outlines and summaries of material.	
Mathematics			
Interpret mathematical figures	The student: associates symbolic language in solving problems	Help students to read with a specific purpose in mind.	
Translate formulas into meaningful relationships	translates formulas in solving specific problems	Give students many opportunities to think geometrically and quantitatively to translate these ideas into verbal symbols and mathematical formulas.	
Think quantitatively	follows a definite deductive procedure in problem-solving	Encourage students to use a definite procedure: What am I asked to find out?	
Read deductively	thinks in terms of geometric and quantitative relationships	What facts do I need for the solution?	
		What is the first step in the solution?	
		What are the subsequent steps?	
		What is the reasonable answer?	
		Study the contrast between the way words are used in mathematics and in other areas.	
		Teach students appropriate symbols and abbreviations.	

Reading in the Content Areas - Continued

Skills--Concepts	Behavior	Prescription	Reference
Literature			
Reading is related to the whole process of child development. "Reading may become one of the chief media for learning. The child can use reading to acquire knowledge and to change his own attitudes, ideals, and aspirations. . .It opens up to him to distant lands, and lets him walk side by side with the great sages of time." "We read with our eyes, our muscles, and our emotions." Basically, reading is, or should be, thinking.	The student: interprets mood tells how the story characters might feel interprets the author's motive evaluates style, plot, characterization, and theme	Help students learn to analyze the elements of plot, characterization, style, and theme. Select and discuss the word that best describes the plot. Analyze the statements of a specific character. Encourage the students to comment. Have the students underline one of three words that best describes a character. Analyze the author's style as to general mood, tone, and figures of speech used. Share personal reactions. Interpret the message of the story. Discuss how the author uses the characters to convey the message and ideas.	E-16 Dechant p. 39 E-16 Dechant p. 10

DIAGNOSIS

Diagnosis is a borrowed medical term indicating needed remediation or deciding why the patient is ill. In education, diagnosis means determination of student need. Needs should be determined by ascertaining the difference between where the student (individual) is and where he should be. Diagnosis is intuitive as well as factual.

Diagnosis is a continuous process of observing, testing, interpreting, evaluation. It includes both informal procedures, e.g., observation, teacher made tests, inventories; and formal procedures, e.g., standardized diagnostic and achievement tests. Diagnosis is best accomplished in a one-to-one relationship.

Diagnostic procedures should reveal a complete picture of the student's strengths and weaknesses in the various learning areas. Diagnosis is essential in order to become aware of weaknesses before those weaknesses form reactions against reading.

Without diagnosis, no reading program can be complete. It is the function of diagnosis not only to reveal each student's development in the fundamental areas of reading skill, but to provide an intelligent basis for the instructional program that is to follow. A good system for recording all of the data gathered is imperative. Easy retrieval of records is essential.

Diagnosis Pre-Test

Can you name four diagnostic techniques?

1.

2.

3.

4.

Answers:

1. Interest inventories
2. Phonetic and word analysis
3. Oral reading test
4. Silent reading test

DIAGNOSIS

1. Administer standardized tests to determine:

   a. Comprehension
   b. Level
   c. Rate

2. Administer a phonetic and word analysis test or inventory to provide the following information about students:

   a. Sight vocabulary
   b. Word attack skills
   c. Auditory discrimination
   d. Articulation (speech defects)
   e. Oral reading level
   f. Clues to student's:
      (1) possible neurological disorders
      (2) experience background
      (3) cultural background
      (4) perceptual consciousness

3. Administer oral reading test to obtain the following information about students:

   a. Degree of oral reading accuracy
      (1) ability to convey meaning with voice, face, and gestures
      (2) stress
      (3) pause
      (4) pitch
      (5) fluency - smoothness
   b. Level of comprehension
   c. Oral rate of reading
   d. Inability to express self
   e. Types of errors:
      (1) substitutions
      (2) insertions
      (3) repetitions
      (4) mispronunciations
      (5) omissions
      (6) reversals
      (7) auditory and visual discrimination

f. Use informal reading test to determine reading level:
   (1) independent
   (2) instructional
   (3) frustration
   (4) listening comprehension

4. Administer an individual or group silent reading test or inventory to obtain:

   a. Level of vocabulary
   b. Levels of comprehension:
      (1) building vocabulary
      (2) grasping thought units
      (3) finding answers to specific questions
      (4) selecting and understanding main ideas
      (5) understanding a sequence of events
      (6) noting and recalling details
      (7) grasping organization of author's plan
      (8) following directions
      (9) evaluating readings
      (10) remembering what one has read
   c. Reading rate
   d. Dictionary and reference skills
   e. Symptoms of reading difficulties such as:
      (1) lip movements
      (2) vocalizing
      (3) finger pointing
      (4) eye tracking
      (5) pretense cover-up
      (6) physical restlessness

5. Administer interest inventories

   a. Observations
      (1) listening
      (2) noting
   b. Formal inventories

The above diagnostic techniques are recommended and taken from Handbook for Remedial Teaching in Utah Public Schools: Sec. V., p. 43.

WORD ATTACK SKILLS

Word attack skills are basic tools for decoding, understanding, and enjoying graphic and other printed materials.

The word attack skills should be mastered by the teacher. It is his responsibility to make these skills available to the students who need them. The student should be encouraged to develop and use his own system of unlocking new words.

Word Attack Skills Pre-Test

What is your phonics quotient?

Match the following terms with their definitions:

a. digraph	(1)_____	the neutral vowel sound found in unaccented syllable
b. dipthong	(2)_____	the smallest unit of language
c. schwa	(3)_____	main part of a word
d. phoneme	(4)_____	a letter symbol for a phoneme
e. root word	(5)_____	the union of two vowel sounds forming a continuous sound
f. grapheme	(6)_____	two letters that form a single sound

Answer: c, d, e, f, b, a

WORD ATTACK

Skills--Concepts	Behavior	Prescription	Reference
Beginning sounds	The student hears and identifies like and unlike beginning sounds.	Teach the concept "beginning sound - ending sound." Have the student discriminate whether or not a pair of words (e.g., see, saw; life, left) have the same beginning sound. Have the student identify the two out of three words that begin with the same sound. Categorize pictured objects according to beginning sounds.	
Rhyming sounds	The student identifies oral words with rhyming sounds.	From a list of words have students identify the words that rhyme. Use rhymes, fingerplays, poetry to stress rhyming sound.	
Final sounds	The student hears and identifies final consonant sounds.	Pronounce words emphasizing final consonant sound. Student responds by accenting like endings. Have the student identify the two out of three words that have the same final consonant sound.	

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
Phoneme-Grapheme	The student identifies the consonant sound and is able to name and write the letter symbol.	Match a letter of the alphabet to a picture clue. Write the consonant representing beginning sound of dictated nonsense words; ending sound of dictated nonsense words.	
Digraphs	The student identifies the sound and names the letter symbol in words containing consonant digraphs ch, ck, gh, ng, sh, th, wh.	Match a digraph symbol to a picture clue. Pronounce words containing consonant digraphs. Students respond by writing digraph heard.	
Silent consonants	In printed words the student identifies and associates the sound-symbol elements (pn, gn, kn, wr, gh).	Match a picture clue with the appropriate silent letter element.	
Medial consonants	The student identifies the sound and names the letter symbol in medial position.	Dictate a list of words. Ask the students to identify the position of a particular letter (beginning, medial, final).	
Consonant blends	The student identifies the sounds and names the letter symbols in words beginning with consonant blends bl, br, cl, cr, dr, fl, fr, pl, sl, sm, st, tr, spr, spl, sch, scr, squ.	Pronounce a word containing a consonant blend and have the students produce another word containing the same blend. Have students use consonant blends to form new words through consonant substitution.	

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
Double consonants	The student identifies the correct sounding of double consonants ll, tt, bb, pp, ss.	Pronounce words containing double consonants noting only one consonant is sounded.	
Variant consonants	The student names the variant consonants and identifies their sounds in a word such as hard and soft c and g.	Provide a list of words containing the hard and soft sound of c or g. Instruct the student to identify the sound represented by the c or g. Mastery of skill is evident when nonsense words are used.	
Short vowels a-e-i-o-u-y Long vowels a-e-i-o-u-y	The student demonstrates his ability to identify short and long vowel sounds auditorily and associates them with the letter symbol.	Use basal readers, workbook exercises, word lists, etc., to teach auditory and visual recognition of short and long vowels. Use exercises for practice and maintenance of sound, name, and letter-form association.	
Vowel digraphs The grouping of two vowels together to form a single speech sound in a word or syllable is called a vowel digraph.	In printed words the student identifies and names vowel digraphs (ee, ea, ai, ay, oa).	Write a list of words containing the same vowel digraph on the chalkboard - coat, load, moan. Pronounce each word. Ask the students to underline a part that looks alike and sounds alike in each word.	

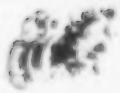
Skills--Concepts	Behavior	Prescription	Reference
		Ask the students to tell how many vowels they hear in each word. Ask the student to tell how many vowels they see in each word. Note with the students which vowel is heard and which vowel is silent. Help the students to understand and make a generalization about o and a coming together in a word. Teach other vowel digraphs in like manner. Use various types of exercises frequently which require recall of sound-letter form association of vowel digraphs.	
Vowel diphthongs A diphthong is the union of two vowel sounds in a word or syllable to form a continuous sound.	The student identifies and names diphthongs in printed words (ow, ou, oi, oy, ew).	Write a list of words containing a common diphthong on the chalkboard - join, boil, moist, voice. Pronounce each word. Ask the students to underline the part that looks alike and sounds alike in each word.	

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Ask the students to tell how many vowels they hear in each word. Ask the students to tell how many vowels they see in each word. Ask the students to tell what two vowels come together to make the special sound "oi". Help the students to understand and make a generalization as to the sound of the diphthong. Use various types of exercises frequently which require recall of sound-letter form association of diphthongs.	
Variant sounds of vowels			
Vowels are influenced when followed by "r", "w", or "l".	The student recognizes vowel combinations of r, l, w, in printed words and demonstrates his ability to associate the correct sound.	Develop auditory perception of the variant vowel sounds through the use of word lists to illustrate the action of a controller on a vowel. Help the students to arrive at generalizations concerning the vowel controllers.	E-11 Coyte pp. 45-46

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Use various types of exercises frequently to strengthen and maintain independent application of generalizations.	
Final silent "e"	The student reads new words formed by adding "e" to short vowel words.	Strengthen the recognition of final "e" action by listing such words on the chalkboard as made, ride, time, cage. Have the words pronounced and the vowels identified. Note which vowel gives the word its sound. Note which vowel is silent. Write pairs of words on the chalkboard - us, use; at, ate. Use the words in a sentence to note the difference in meaning. Lead the students to discover how the vowel is usually long if it is followed by final silent "e".	
Schwa In many dictionaries the neutral vowel sound found in unaccented syllables is designated by a symbol called a schwa ə .	The student is able to identify schwa sound in an unaccented syllable.	Have the student list words in which the unaccented syllable contains the schwa sound.	



Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
a as in sofa (so'fə) e as in bitten (bit'tən) i as in pencil (pen'səl) o as in button(but'tən) u as in circus (ser'kəs)			
Phonograms			
A phonogram is a word part formed by a vowel plus one or more consonants - all, ill, an, ick, ake, etc.	The student demonstrates his ability to make new words from short or long vowel phonograms by applying consonant substitutions - all, ball, fall; ill, pill, will.	Strengthen the recognition of phonograms by listing such words on the chalkboard as: well, sing, clock, stick, cube, make. Use beginning consonant substitution to make word pairs. Have lines drawn under the parts that are alike in each rhyming pair. Provide opportunity for use of phonograms as keys to pronunciation.	
Findings			
a. Plurals 1. plurals formed by adding s: (a) most nouns form their plurals by adding s - girl, girls.	The student discriminates between the singular and plural forms of words. The student demonstrates his ability to change plural words to singular form and conversely forms plurals from the singular form.	Ask the student to write plurals for words with application for rules - bed, beds; chair, chairs; dog, dogs. Read sentences each containing a plural word. Direct students to listen and write the plural word in each sentence.	E-69 Hook p. 210 E-60 Wallace

Skills--Concepts	Behavior	Prescription	Reference
(b) words ending with a y, preceded by a vowel - donkey, donkeys. (c) words ending in o, preceded by a vowel - radio, radios. (d) words ending in o, preceded by a consonant. (1) many of these words may be written by either adding s or es. (2) a safe rule is to add s to most fairly common English words that end with a consonant before the o except the following seven: echoes, embargoes, heroes, potatoes, vetoes, torpedoes, and tomatoes. (e) words ending in fe - wife, wives.		Categorize words according to singular and plural form. Direct students to match the plural to the singular form. Students may work in pairs. Each gives the other a word in turn. The second student writes the word and adds the appropriate plurals. Score is kept.	

Skills--Concepts	Behavior	Prescription	Reference
2. plural formed by adding es. (a) words ending in x, ch, tch, sh, s, and z - fox, foxes. (b) words ending in y, preceded by a consonant - lady, ladies. 3. same form for singular and plural - deer, sheep. 4. plural form is a different word - mouse, mice; goose, geese. 5. unusual plural forms - oxen, children			
b. Possessive 1. singular - boy, boy's 2. plural - boys, boys'	The student differentiates between the plural and possessive form of the word. The student recognizes that an apostrophe('s or s') means possession.		
Compound words	The student identifies compound words and names the composites.	Ask the students to identify or write the parts of compound words - raincoat, rain coat; classroom, class room.	

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Practice making compound words from a selected group of words.	
Root words	The student identifies and names root words.	Gives practice identifying root words - reading, read.	
		Show how a root word retains its meaning in an inflected form - half, halves; carry, carried.	
Contractions	The student identifies a contraction and the two words of which it is composed.	Have the students rewrite sentences using the contracted form.	
		Match contraction with the words involved.	
Prefixes and suffixes	The student identifies prefixes and suffixes appropriate to his level of development.	Have students underline prefixes and suffixes in given words (transportation).	E-11 Coyte pp. 76-86
		Build new words by adding prefixes and suffixes to root words - plan, planning; able, disable.	
Abbreviations	The student writes abbreviations appropriate to his level of development.	Use matching game. Draw lines from abbreviation to the word for which it stands - Dr., Doctor; Mr., Mister.	E-11 Coyte p. 60

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
Syllabication	The student applies the principles of syllabication.	Students must hear syllables before working with printed words. Give many listening experiences to detect number of syllables - also accents. Teach the principles of syllabication: A vowel in each syllable (child/ren) Between consonants not alike (win/dow) Between double consonant (yel/low - rat/tle) Between a vowel and consonant (ba/by - a/fraid) Between two vowels (unless they form a vowel digraph or diphthong (di/et - qui/et)	
Alphabetical arrangement	The student uses alphabetical arrangement and guide words to locate specific words.	Present a list of words. Have the students alphabetize and designate the words.	
Dictionary	The student uses the dictionary to gain information concerning word origin, structure, spelling, syllabication, accent, and pronunciation.	Lead students to discover and discuss specific information that the dictionary provides.	

Word Attack - Continued

Skills--Concepts	Behavior	Prescription	Reference
		"re-alia/rē-'al-ē- -'ā-lē/ n pl [LL, neut. pl. of realis real]: objects or activities used to relate classroom teaching to the real life esp. of peoples studied."[1]	

[1]Webster's Seventh New Collegiate Dictionary, Springfield, Massachusetts, G & C Merriam Company, 1967, p. 712.

COMPREHENSION

One of the important tasks of all teachers is to encourage and advance the student's comprehension skills. Comprehension of reading materials involves a complex of abilities and is dependent upon such factors as experience, background, vocabulary, intelligence, perception, and interpretation of language and speech.

As teachers work with students to improve their comprehension, it is necessary to understand some of the developmental patterns which are expressed in terms of comprehension levels and to program teaching materials with specific purposes in mind.

One pattern suggested by Paul McKee and frequently followed in basal readers, identifies five major areas:

a. Perceiving and recalling details
b. Recognizing organization and sequence
c. Grasping main ideas in sentences, paragraphs, or complete selection
d. Creative thinking and the reading act
e. Critical analysis of reading content

Within each level are subclassifications and many types of thinking skills.

WHAT IS YOUR COMPREHENSION QUOTIENT?

Levels of Comprehension

I. Rank the following comprehension skills in importance of instruction:

a. grasping main idea_____

b. perceiving details_____

c. critical analysis_____

d. recognizing order and sequence_____

e. creative reading_____

Which of these questions do you ask most frequently?

II. What kind of thinking does each of the following questions require? (Mark each question according to the above levels of comprehension used.)

1. In the story what did Bill bring to the school?_____

2. Write another ending for this story._____

3. How does a man define his honor in our country? Would it be different from the pioneer era times?_____

4. Name the animals that Johnny saw in the woods._____

5. What was the story about?_____

Answers:

I.	II.			
a. 3	1. b			
b. 1	2. e			
c. 5	3. c			
d. 2	4. d			
e. 4	5. a			

Comprehension Pre-Test

Which of the following are elements of comprehension?

a. syntax_____

b. punctuation_____

c. inference_____

d. vocabulary_____

e. juncture_____

f. forms of expression_____

g. thought units_____

Answers: a, d, f, g

LEVELS OF COMPREHENSION

Skills--Concepts	Behavior	Prescription	Reference
The levels of comprehension are most frequently classified into the following categories: 1. Perceiving and recalling detail 2. Organizing sequence 3. Grasping main idea 4. Creative thinking and reading a. forming sensory images b. anticipating actions and feelings c. drawing conclusions d. innovating - generating new solutions e. seeing relationships (cause and effect) f. relating to personal life g. generalizations	Behavior is consistent with the concept being developed when the student is able to: perceive and recall details organize ideas in sequence summarize main ideas distinguish fact from fancy explain cause and effect relationship evaluate for accuracy and relevancy of material recognize style and associate it with specific authors	Direct the students to read material and answer questions which require recall of detail. Have the students read a story and number the story facts in sequential order. Have the students read a selection and underline the title that best tells about it. Have students create titles for selection. Have the students write their own conclusion to a story. After reading a story, have the students analyze their own feelings and suggest the author's purpose for writing the story. Encourage students to express their feelings about the story. From the prepared material have students identify the irrelevant sentence in a paragraph.	E-37 Hunter D-6 CURC

Levels of Comprehension - Continued

Skills--Concepts	Behavior	Prescription	Reference
5. Critical analysis			
a. comparing and contrasting			
b. evaluating accuracy and relevancy			
c. making judgments			
d. recognizing author's style, plot, and structure			

VOCABULARY

Skills--Concepts	Behavior	Prescription	Reference
Environmental opportunities are significant in the development of vocabulary (verbal experience, bilingualism, and cultural background).	The student shows evidence of vocabulary handicap who: gives single word responses has limited vocabulary misinterprets words of related sounds (well for whale) uses thought fragments	The school environment can contribute to the development of the student's vocabulary by providing: verbal, visual experiences listening and speaking opportunities flexible curriculum congenial classroom atmosphere freedom to explore	D-6 CURC

Vocabulary - Continued

Skills--Concepts	Behavior	Prescription	Reference
All students can benefit from a program of vocabulary development.	The student responds with an adequate speaking and understanding vocabulary appropriate to his development.	freedom to be curious freedom to question freedom to discover classroom libraries direct teaching of vocabulary experience with word recognition skills language activities which reinforce the student's reading vocabulary word games audiovisual aids experience with use of dictionary exercises in manipulating word meanings games emphasizing word skills visual discrimination of words and word parts study of multiplicity and uncommon meanings of words	

Vocabulary - Continued

Skills--Concepts	Behavior	Prescription	Reference
		extensive reading	
		intensive reading	

THOUGHT UNITS

Skills--Concepts	Behavior	Prescription	Reference
There is a real need for the student to be able to read and understand figurative language. The ability to interpret ideas when presented in the forms of similes, metaphors, or idioms grows with repetition. Once students have learned to recognize analogies, most of them enjoy using and discovering the implied meaning for themselves.	The student uses similes, metaphors, and idioms when presenting ideas.	The following techniques should prove helpful when teaching figurative reading skills: From a list of several choices, have the students choose the one which best explains the underlined phrase of a sentence. Idiom He got cold feet and stayed home. His feet got cold. He stayed home because his feet were cold. He was afraid to take a chance. Simile Have the students complete statements like the following: "He is as thin as_____."	

Thought Units - Continued

Skills--Concepts	Behavior	Prescription	Reference

Provide exercises requiring the students to complete such similes as:

unique as	lively as
black as	quick as
sharp as	colorful as
sleek as	weird as

Metaphors

Have students match figures of speech with the correct pictures.

The boats were dancing up and down the waves.

The ship plowed the water.

Have students identify figurative language in their reading materials (books, newspapers, etc.).

Have students illustrate figures of speech with a drawing:

Mary's head is in the clouds.

Always give time for oral discussion. What does the author mean?

Thought Units - Continued

Skills--Concepts	Behavior	Prescription	Refere
		Use the newspaper as a source of figurative language study material. "Pennies answer Prayers" "The rescue ship plowed through the water." Write a sentence using a figure of speech. Read some poetry or prose and have the students find and explain the figures of speech. Recognize and use other figurative language: puns, hyberbole, alliteration, old sayings, onomatopoeia, and proverbs.	

SYNTAX

Skills--Concepts	Behavior	Prescription	Refere
Communication of an idea is dependent upon the orderly arrangement of the words used to express the idea.	The students use proper word order in speaking and writing. (Misplacement of words or phrases in sentences is particularly noticeable in language of bilingual students).	Rearrange scrambled words or phrases into sentences. Ask the students to rewrite the words to make as many sentence patterns as possible.	S-5 Co Sk E-70 N S

Thought Units - Continued

cepts	Behavior	Prescription	Reference
		Use the newspaper as a source of figurative language study material. "Pennies answer Prayers" "The rescue ship plowed through the water." Write a sentence using a figure of speech. Read some poetry or prose and have the students find and explain the figures of speech. Recognize and use other figurative language: puns, hyberbole, alliteration, old sayings, onomatopoeia, and proverbs.	

SYNTAX

cepts	Behavior	Prescription	Reference
of an idea the orderly e words used ea.	The students use proper word order in speaking and writing. (Misplacement of words or phrases in sentences is particularly noticeable in language of bilingual students).	Rearrange scrambled words or phrases into sentences. Ask the students to rewrite the words to make as many sentence patterns as possible.	S-5 Comprehension Skills E-70 Nebraska Series

Syntax - Continued

Skills--Concepts	Behavior	Prescription	Reference
Most English sentences fall into one of five basic patterns: NV (a) Language changes (slowly). NVA: Linguists are lucky. NV be N: Grammarians are linguists. NVN: Linguists help students. NVNN: Linguists call grammarians names. NOTE: N = Noun V = Verb A = Adjective (a) = Adverb	The student recognizes the difference between a word, a phrase, and a sentence.	Provide opportunity for students to work with the five basic sentence patterns. Provide opportunity for students to distinguish between words, phrases, and sentences.	

FORMS OF EXPRESSION

Skills--Concepts	Behavior	Prescription	Reference
The way a person expresses an idea often conveys more than the content of the words uttered.	The student is able to: dramatize ways of expressing words to show difference in meaning	Direct the students to read a selection stressing different words and note the change in meaning.	D-6 CURC p. 19
A statement may have several different meanings depending upon how each word in the statement is expressed.	demonstrate ability to use punctuation as a clue to expression	Use a tape recorder to analyze how voice quality builds a specific mood.	
	use pitch inflection, stress, juncture, and tone for more effective communication	Record student's voices and analyze the effects.	
		Practice reading sentences marked for emphasis.	
		Practice repeating a sentence in a way to convey emotion.	
Punctuation marks are visual clues to expression.		Read a short paragraph or poem ignoring punctuation. Reread observing punctuation. Compare and discuss differences.	
Expression may be divided into sub-classifications: stress, inflection, juncture, tone, and pitch.		Choose material appropriate to the mood of the day when reading aloud for the class. Interpret material in ways natural to the situation depicted.	
		Compare the tone and pitch of the reading voice with the speaking voice.	

Forms of Expression - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Have the student stand behind a screen and read a sentence. Ask those listening to follow the ups and downs of his voice as he reads.	
		Have the students draw a line to show variations.	
		Have an imaginary radio broadcast where the reader is not seen.	
		Let the reader accompany a pupper show or flannel board story.	
		Have the student word as a member of a choral group.	

STUDY SKILLS

The purpose of the functional phase of a reading program is to help the students develop the abilities necessary to make reading a useful tool in the acquisition of knowledge.

As the student's needs lead him into reading informative material, he must have at his command a variety of specialized skills. These are called reading study skills and are categorized into four main divisions: location, evaluation. organization, and retention. Study skills and content are taught simultaneously, the skills being applied as the need arises.

As the student develops in his ability to use the study skills he will be able to:

Follow directions and establish purposes.

Locate and select appropriate sources from which to obtain necessary information.

Judge the value of selections in accomplishing the specific task at hand. (Consider validity, documentation)

Organize information in a logical manner.

Capitalize on techniques for making retention and recall more effective.

Practice in study skills should be provided by the teacher in whose content area they are to be used. Concepts to be taught are most efficiently learned within the context in which they are to be used.

Study Skills Pre-Test

1. Do you know how to study?

2. Why do you teach students to differentiate between fact and biased opinions?

3. What does S. Q. 3R mean?

Answers:

1. Find purpose, locate, organize, evaluate, conclude.

2. Mass media makes it imperative.

3. Study, question, read, review, reinforce.

STUDY SKILLS

Skills--Concepts	Behavior	Prescription	Reference
FOLLOWING DIRECTIONS	The student will attain his objective by following a definite procedure.	Read directions to students and let them repeat them in their own words. Let students make up their own directions. Have students give oral directions for simple tasks. Have others follow the directions literally. Give the students sufficient experience in following directions so that they can work independently. Have students prepare directions for a treasure hunt.	
ESTABLISHING PURPOSES In order to utilize the many types of informative material more effectively, the student will need to acquire some special skills and abilities.	The student will attain his objectives by setting his own purposes.	Involve students in planning and setting the purposes for their learnings. Fuzzy teacher purpose = poor learning. Clear teacher purpose = poor motivation. Pupil accepted teacher purposes = better motivation. Pupil generated purpose = best motivation.	

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Reference
LOCATIONAL SKILLS Encyclopedias Trade Books Texts	The student demonstrates his understanding of how to use a book by locating information within it. Students use the techniques of interview for gaining information.	Teach student the purpose and use of all parts of a book. preface copyright date table of contents chapters units index (include cross reference) glossary appendix bibliography Help students to grow in their ability to use charts, maps, tables, and footnotes for information.	E-67 Zimmerman
Dictionaries	The student uses the dictionary to gain information concerning words.	Provide student experience in the many purposes and uses of the dictionary. definitions abbreviations spelling pronunciation derivation parts of speech synonyms antonyms English usage Assist students to use the guide words in dictionaries, encyclopedias.	

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Referen
Magazines Atlases Almanacs	The student uses reference materials to locate information.	Assist students to discover the purpose and use of many types of reference materials.	
Card catalog	The student locates materials in the library by using the catalog system.	Provide many opportunities for students to use the card catalog to locate books by use of title cards, author cards, and subject cards. Provide many opportunities for students to use a catalog card for information about authors, call number, and copyright.	
Book classification	The student demonstrates an understanding of the organization of a library by locating materials in it.	Encourage students to use the classification of books according to subject. Provide opportunity for students to apply skills.	
Typographical signals	The student uses special type as a technique for locating ideas.		
EVALUATION SKILLS Main ideas Supporting ideas	The student distinguishes between main ideas and subordinate ideas.	Provide opportunity for students to recognize the main idea, to note supporting details, and draw conclusions. From a list, choose the best title for a selection.	E-16 De pp

Study Skills - Continued

-Concepts	Behavior	Prescription	Reference
	The student uses reference materials to locate information.	Assist students to discover the purpose and use of many types of reference materials.	
	The student locates materials in the library by using the catalog system.	Provide many opportunities for students to use the card catalog to locate books by use of title cards, author cards, and subject cards. Provide many opportunities for students to use a catalog card for information about authors, call number, and copyright.	
ication	The student demonstrates an understanding of the organization of a library by locating materials in it.	Encourage students to use the classification of books according to subject. Provide opportunity for students to apply skills.	
l signals	The student uses special type as a technique for locating ideas.		
KILLS	The student distinguishes between main ideas and subordinate ideas.	Provide opportunity for students to recognize the main idea, to note supporting details, and draw conclusions.	
deas		From a list, choose the best title for a selection.	E-16 Dechant pp. 360-363

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Read a paragraph and reduce it to a simple sentence.	
		Challenge students to read a short selection and give it a title in his own words.	
		Ask the students to supply the details in a paragraph after the main idea has been stated.	
		Ask students to identify irrelevant ideas that have been inserted in a paragraph.	
		Ask questions about a paragraph (completion, true-false, multiple choice), which elicit answers concerning the details of the paragraph.	
Fact vs fancy or opinion	The student identifies details which distinguish facts from fancy; fact from opinion; fact from superstition.	Provide opportunity for students to determine if material is fact, opinion, superstition, or fancy.	
		Ask the students to read a paragraph and then classify a group of related statements as to fact or opinion.	
		Prepare a list of ideas about predicting weather. Ask the student to identify the ones that are true.	E-68 Engli Langu Book 23-1

Study Skills - Continued

Behavior	Prescription	Reference
	Read a paragraph and reduce it to a simple sentence.	
	Challenge students to read a short selection and give it a title in his own words.	
	Ask the students to supply the details in a paragraph after the main idea has been stated.	
	Ask students to identify irrelevant ideas that have been inserted in a paragraph.	
	Ask questions about a paragraph (completion, true-false, multiple choice), which elicit answers concerning the details of the paragraph.	
The student identifies details which distinguish facts from fancy; fact from opinion; fact from superstition.	Provide opportunity for students to determine if material is fact, opinion, superstition, or fancy.	
	Ask the students to read a paragraph and then classify a group of related statements as to fact or opinion.	
	Prepare a list of ideas about predicting weather. Ask the student to identify the ones that are true.	E-68 English Your Language, Book 4, pp. 23-126

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Reference
COLLECTING AND ORGANIZING	The student demonstrates organization skill by arranging contributing ideas under main headings.	Use classifying of objects into specific categories as a beginning simple outline form.	E-71 Webster Cards
Outlining		Provide students with opportunities to recognize main ideas and supporting details.	
		Assist students to put main ideas and details in outline form.	
		Assist students to fill in the details in an outline for which they have been given the major ideas.	E-16 Dechant pp. 371-
		Stimulate students to discuss, evaluate, and revise outlines.	
		Encourage students to report on materials from an outline.	
Summarizing	The student can read materials and make his own summation.	Challenge students to make a one-sentence summary of a story.	
		Write a summary paragraph on a given topic.	

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Reference
		Encourage students to write summaries from an outline.	
Underlining	The student selects, identifies, and underlines important words, phrases, and sentences including topic sentences and supporting ideas.	Encourage students to underline the important words in a sentence. Let students find and underline the topic sentence of a selection.	
Notemaking	Student organizes notes in sentences, paragraphs, or outline form.	Encourage students to make good notes and organize materials from several sources.	E-16 Dechant pp. 371-37
Inferences and conclusions	The student is able to make inferences and draw logical conclusions.	Provide opportunity for students to distinguish between inference and conclusions that have validity. Begin a selection. Encourage students to draw a variety of conclusions.	
Copyright date	The student refers to the copyright date of information when he needs to support or check the validity of an idea.	Encourage students to check the validity of statements by referring to many sources and checking copyright date. Provide almanacs, atlases, newspapers, magazines for experience in checking statements.	

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Reference
Point of view	The student looks for errors in reasoning, oversimplification, and distortion in his reading.	Encourage students to avoid jumping to conclusions. Help students become sensitive to the use of words. Assist students to recognize: bias prejudice faulty inference propaganda	
Retention and recall	The student organizes notes of important facts he wants to remember.	Involve students in planning and setting the purposes which will require critical thinking. Use a variety of materials to develop understanding and to sustain interest. Provide for application of information in challenging and interesting ways.	E-39 Hunter
	The student relates new information to previously gained knowledge.	Capitalize on the opportunity to relate new information to previously gained knowledge. Encourage the practice of organizing notes of important facts the student will want to remember.	

Study Skills - Continued

Skills--Concepts	Behavior	Prescription	Reference
Versatile reading habits	The student adjusts his reading rate according to the purpose of his reading and the nature of the material.	Assist students to develop the skills of skimming to get the general overview of a topic by: reading the table of contents surveying chapter headings reading graphs, illustrations, and tables reading summaries reading the index reading introductions Assist students to develop the attitudes and skills necessary for reading in depth and with understanding.	

ORAL READING

Oral reading is a valuable communication skill. "Changes in mass communication have given it new importance and have opened new career opportunities."[1]

Beware that "the course of events can be influenced by the skill with which the speaker reads his message."

The reading teacher should read something to her class every day. By example she can set the style and pattern for her students. The student should have the opportunity daily to read orally. Oral reading can help develop sensitivity to beautiful and descriptive language, to fine characterization, and the appreciation of plot and structure. It can create enthusiasn for books and printed information. Oral reading has three dimensions - the reader acts as a mediator between the author and the audience. Therefore, it presupposes preparation on the part of the reader.

[1]Harris, Albert J., Reading on Reading Instruction, David McKay Company, Inc., New York.

Oral Reading Pre-Test

The oral reader:

Shares with the listener:

1.
2.
3.
4.

Develops skills of:

1.
2.
3.

Entertains by presenting:

1.
2.

Informs by preparing:

1.
2.
3.

See Pages 88-89

Answers:

ORAL READING

Skills--Concepts	Behavior	Prescription	Reference
The oral reader interprets the author's intent for his audience.	The oral reader shares with the listener: scarce materials original material rare copies choice selections poetry-rhymes anecdotes his own ideas (speeches, papers, reports)	Help the student prepare a selection from encyclopedia or other source book to be read orally before an audience. Help students prepare poetry, rhymes, or anecdotes to be read aloud.	E-30 Harris pp. 388
	Applies skills of: pronunciation enunciation expression phrasing voice quality rate posture	Have students pronounce words with rhymes. Provide opportunity for students to experiment with sound in syllabication. Encourage students to talk about types or characters or scenes, then by using phrasing, voice quality, rate, and posture, give their interpretation.	
	Entertains by presenting: book reviews interpretive reading	Help students to prepare a selection that will entertain a specific group.	
	Informs by preparing: reports announcements minutes	Provide practice for reading minutes, announcements, reports, and current events.	

APPENDIX A

APPROACHES TO READING

BASAL READERS

There are many good basal reader programs. The typical modern basic series is supported by six main principles:

1. Continuity of growth in reading skills, habits, and attitudes.
2. A developmental and integrated approach to phonics.
3. Variety in reading activities.
4. Complete organization of reading experiences.
5. Content of importance and relevancy.
6. Vocabulary control.

The use of the teacher's manual is essential in any planned program to give a systematic approach, breadth of activities, and to lend direction in achieving what is ultimately desired - a child who can read, comprehend, and enjoy.

Learning rate may be indicated through a reading readiness program. The story material is planned to relate to real life situations and lead logically ahead as each new experience is realized. Pictures provide clues and give promptings without directly revealing the story or word.

Accompanying workbooks are designed to provide reinforcement of skills introduced in the story content.

PROGRAMMED READING

Programmed reading or programmed instruction is one of the new approaches to reading.

Nila Banton Smith states that the most important principles of programmed instruction are:

1. Active response. The pupil himself must make continuous responses involving explicit practice.

2. Immediate confirmation. Each response must be checked immediately by the student to see whether the response was right or wrong.

3. Small steps. The material to be learned is broken down into small steps and carefully sequenced.

4. Reinforcement. Each step must be given repeated practice in order to establish the initial learning.

5. Self-pacing. Each pupil proceeds on an individual basis at his own rate.

In this method there is considerable emphasis on phonics or associating printed letters with speech sounds, and this method is linguistically oriented in that words are arranged in patterns of words of similar spelling.

Handwriting and spelling are used from the beginning of the program.

LINGUISTICS

The linguistic approach to reading proposes that we describe and recognize our language so that we may better understand it, that it may better serve our needs. Emphasis is on the sound of our language (phonology), meanings of words and sentences (morphology), and the variety of patterns of the language (syntax). It maintains that we do not get meaning directly from writing, but go from writing to sound to reading. The beginning reader has great speech activity while reading. As he becomes more skillful, the amount and degree of silent speech subsides but never disappears.

For children to learn to read, they must understand that writing is an interpretation of speech. The linguistic approach to reading varies with each series, but is basically the process of turning the printed symbols into sounds in order that we may "hear what they say." The twin goals are recognition and comprehension of the printed word.

When a child enters school he has six years experience with his oral language. He now needs constant practice in mastering the decoding skills which unlock the code of the printed words in order to get meaning so that he may progress to the more advanced skills of thinking and reasoning.

There is no standard linguistic approach. Many of these series combine reading, language, spelling, and writing; particularly in the first and second grades. They separate the words that are consistently or regularly spelled, and present those that are irregularly spelled as exceptions.

WORDS IN COLOR

It was Dr. Caleb Gattegno who developed a system for teaching beginning reading which is called "Words in Color," teaching reading in Amharic, the official language in Ethiopia; then in teaching reading.

This method at present is now being used with children in beginning reading. It is recommended by the author that this method be used with other children who are having difficulty with reading and as a method helpful in teaching adults who do not read.

Dr. Gattegno's principles are as follows:

1. Start with what we have (speech) and find the means of translating it through a code into sets of signs.

2. Put full responsibility on the learner.

3. Let the child learn by the discovery method.

The materials provided for use with this approach consists of several items. For the teacher there is "Background and Principles," "Words in Color," and "Teacher's Guide, Words in Color." For use in classwork there are: 21 wall charts (in color), 8 phonic code charts (in color), set of word cards (over 1200 words printed in black on colored cards). For each pupil there are the following materials printed in black only: "Word Building Book," Book 1, Book 2, Book 3, Book of Stories, Set of Work Sheets 1-14.

This method is a strong phonic approach as thirty-nine colors are used, each of which represents a speech sound in English. Any letter or combination of letters which represent a given speech sound will be presented as a visual stimulus in the particular color assigned that speech sound. For example, the long vowel sound of "a" is represented by the following combinations: a--(able), ey--(they), ay--(play), ai--(mail), eigh--(weigh), aigh--(straight), ei--(their), ea--(great). Each group of the above letters would be one color (green). The sound of "ā", regardless of letters which represent it, is shown in white; the sound of "ē" is represented by vermillion, etc.

I. T. A.

The I. T. A. is a two-stage approach to teaching reading. The child learns to read and write using the "Initial Teaching Alphabet" of 44 characters. Sounds and written symbols have a consistent relationship.

After the child has learned to read and write using I. T. A., a transition is made to reading materials prepared with the traditional 26-letter alphabet. I. T. A. is not proposed as a spelling reform of the English language. It is intended rather as a means of providing temporarily the advantage of a consistent spelling form at the time its need is most critical for the child - when he is first learning to read and write.

PLAN

PROGRAM for LEARNING in ACCORDANCE with NEEDS is a program built around the idea that children have different abilities and learning rates. PLAN also encourages the child to assume responsibility and planning for his own learning. It has been developed by Westinghouse Learning Corporation.

PLAN has been developed to fit the needs of youngsters from first grade through senior high. The beginning student is given a series of tests to determine which program best fits his needs and on what level he is to begin. The program is constantly reevaluated and revised when necessary.

The student is guided by the teacher through a series of Teaching-Learning Units (TLU's). These TLU's have been prepared by classroom teachers and professional educators to suit individual learning syles and to take advantage of a wide range of contemporary learning tools and techniques. The teacher selects the TLU best fitted to each student's abilities, established objectives, and interests. For example, the TLU of a student who learns best by listening might direct him to listen and respond to a series of tape recordings. Another student who responds best to the printed page might be asked to go to the library and seek out his own source material.

If the test shows that he has mastered all the objectives, he and his teacher may agree that he should proceed to the next set of objectives. If he has failed to grasp some part, he and his teacher review it before he moves on.

By allowing children to participate in decisions about their own education, PLAN helps them to develop both as pupils and as people, to discover their own strengths, and to triumph over their own shortcomings. PLAN students are taught to become independent, resourceful adults.

The teacher is the center of the PLAN program. PLAN allows the teacher to spend virtually all of her time responding to the needs of individual students, helping them to help themselves.

The new-found freedom to teach is provided by a computer which performs most non-teaching tasks. The instructional management system stores and assesses the findings of each child's tests, suggests how he should proceed, keeps his records up-to-date, grades and records the results of the tests that follow each TLU, and uses the knowledge of many experts in recommending which TLU the student should work on next.

In the PLAN classroom there are no rows of desks facing front. No teacher's desk backed by blackboards. Instead, small groups of students cluster together for discussion. Others work alone, quietly absorbed in reading, listening to tapes, watching films, taking tests, performing experiments. Still others move purposefully from one activity to another, following the directions given in their TLU or working with their classmates. The PLAN teacher instructs students individually or in small groups, providing each student with guidance and encouragement.

LANGUAGE EXPERIENCE

The language experience approach to reading draws on the actual experiences of the children and their own language. It combines reading and the other communication skills in the instruction program. It is based on the following rationale:

What I experience, I can think and talk about.

What I can talk about, I can write.

What I can write, I can read to myself and others.

The teacher writes student-dictated stories on charts and in student books. The students learn to recognize the written symbols for words in their speaking and comprehending vocabulary. Reading skills are taught as needed. An abundance of varied supplementary reading materials is recommended.

AUDIOVISUAL MACHINES

Audiovisual machines are used to strengthen reading skills and improve the reading process. They stimulate interest, provide incentive, and serve as a teaching aid for individualizing instruction. The following machines provide purposeful training:

Tachistoscopes

T-matic 150	Psychotechniques
Tach X	Educational Development Laboratory

Tachistoscopic attachments available from several companies.
Tachistoscopic training strengthens word and phrase recognition, visual memory, increases eye span, speed of recognition and can be used as a review for vocabulary and spelling words.

Reading Machines

Tachomatic 500 — Psychotechniques

This device projects multi-level words and phrases at varying rate.
It uses filmstrips that break up the line of print into three and two fixations. Efficiency in reading is increased as the recognition span is widened and the rate increased.
The Tachomatic 500 strengthens left to right direction; recognition of more than one word per fixation; return sweep, and decreases regressions.

Controlled Reader — Educational Development Laboratory

This machine controls projection of reading material. Basic concept is seeing one and a fraction words per fixation. It is instrumental in strengthening left to right direction, return sweep, and in decreasing regressions.

Craig Reader — Craig Research - Los Angeles

This is a combination reading pacer and tachistoscope. It is suggested for on or above grade achievers.

Pacers (non-projecting)

Skimmer	E.D.L.
Shadowscope	Psychotechnique
Rateometer	Audio Visual Research
Model IV and III	Science Research Associates

Pacers usually involve a light beam that travels down the page at controlled speeds.

Filmstrip Projectors

A wide variety of filmstrips are available which feature phonics, spelling instruction, vocabulary development, words and phrases, and stories.

Tape Recorders

This is probably one of the best and most versatile pieces of equipment. Materials can be developed or purchased to improve aural skills, listening, dictionary, library, study type skills, oral fluency, and rate.

Tape Players

Tape players provide for the same learning opportunities as listed above. Students can listen to material but not record. The cost is slightly less expensive than tape recorders.

Language Master

The Language Master is designed for auditory and visual stimuli. It uses cards with recording tape attached to the lower part. Words, phrases, and sentences can be printed and recorded on the card. The student sees and hears the word or phrases. On the student's track he verbally records what he heard. He, then, checks his response with the instructor's recording and corrects any errors.
Commercially prepared cards are also available.

Overhead Projector

A wide selection of transparencies are available commercially. Overlays are most effective. Special pencils may be used to write on transparencies as needed.

WHAT CAN THE MEDIA CENTER DO FOR THE READING PROGRAM?

Educators in Utah recommend merging the audiovisual and library programs to help meet both individual and group needs of students. All educational resources under this plan are circulated from a facility of the school known as the Instructional Media Center. The wise utilization and accessibility of all materials by staff and students is the basis for building a media program.

The fundamental reason for the traditional school library was that it served as a central source of basically print items for information retrieval. What is new about the Instructional Media Center is the increased scope and versatility of the resources - both print and nonprint - as well as the expanding program of services needed to implement changing emphasis in teaching and learning.

From work done under the supervision of Mrs. Jewel Bindrup, Language Arts Specialist, the following suggestions are given to show how the media center can aid the reading program:

I. What would one expect to find in a materials learning center?

A. Materials

1. For instructional use

a. A storehouse of literature central to a language arts program
b. A storehouse of models for use in the program.
c. A special area for teacher-made materials such as records, tapes, pictures, slides, etc.
d. A collection of materials of the best examples of literature for pleasure reading
e. Lists of specific titles referred to in basic readers and in other texts
f. Collections containing materials listed in bibliographies
g. Collections of graded materials for children with special reading disabilities
h. Special materials for retarded readers
i. All kinds of books
j. Printed pictures
k. Filmstrips
l. Enrichment materials for bright children
m. Special help for the slow learners
n. Absorption materials for the disturbed
o. Equipment for audiovisual instruction

p. All kinds of carriers of knowledge
q. Manipulative materials
r. Enrichment devices
    (1) Tape library
    (2) Reference files
    (3) Classroom collections for loan
    (4) Central collections for service to classes or individuals

2. For teacher use in planning

a. A professional library
b. Sample units
c. Wide ranging collections of books on the teaching of language and linguistics
d. Professional periodicals

B. Facilities

1. Materials for teaching the complete range of reference skills
2. A service to the classroom teacher who needs extra time to work with a particular group
3. Special facilities for schools participating in programs such as SRA
4. Facilities for graphic production and reproduction of materials
5. Equipment for tape recording
6. Facilities to be used after school hours, weekend, summers, and during vacations
7. Language laboratories
8. Previewing booths
9. Special materials for the handicapped; for example, the blind, the deaf, the cardiac, the crippled, etc.
10. Photographic equipment
11. Automated teaching devices

II. What happens in a materials learning center?

A. Services provided

1. A study area where children can obtain specific information related to individual interests
2. A study area for creative work where the child might extend or enrich his knowledge beyond the classroom level
3. An area where students might find items or develop reference files
4. A conference area where small groups might work under supervision while the teacher works with other groups

5. Staff of consultants knowledgeable in the subject matter areas
6. Book truck service to all classrooms and laboratories
7. Equipment for tape recording
8. Equipment for graphic reproduction
9. Small group instruction
10. Help with research projects
11. Enrichment program
12. Demonstration lessons
13. Services of a full-time professionally trained librarian
14. Provision for individual, small group, whole class, and multi-class groups
15. Repair services on books and equipment

B. Activities to be sponsored

1. An idea center to furnish raw material in development of language skills
2. Meeting place for conferences where ideas can be generated and exchanged
3. Recording center for student reports
4. Center for cooperative work between teacher and specialist
5. Center where specialist can help extend the knowledge of the teacher by working with graphics to produce learning
6. Independent work facilities
7. Identification of needs which could be filled by a centrally located collection of materials
8. In-service programs which explain resources and procedures for use
9. Inclusion of librarian on the curriculum planning committee in order to write in materials at the planning level
10. Resource and service programs to strengthen the language arts
11. Teacher training - both in-service and pre-service
12. Closed circuit television to be received in classrooms
13. Help in organization of integrated instruction, team teaching, use of automated self-teaching devices, etc.
14. Facilities for independent study
15. Acquaintance of teachers with available materials through meetings, special talks, demonstrations, etc.
16. Production of a school paper to disseminate information about facilities and materials available
17. A monthly bulletin listing new additions and media giving grade level and content focus
18. Use of classroom leaders to spread information
19. Monthly objective with display of books, records, films, slides, etc.
20. Encouragement for children to recommend improvements in the center

21. Involvement of parents in the program
22. Cooperative work with private schools
23. Regular inspection of materials
24. Planning time for the utilization of the services
25. Involvement of teachers and materials specialists in cooperative programs of selection and use of materials
26. Survey of promising practices in other areas that might prove useful in the language arts program

APPENDIX B

READING TESTS

READINESS TESTS

ALLYN AND BACON, INC.

Allyn and Bacon, Inc.
Ralston Park
Belmont, California 94002

Pre-Reading Test Forms I and II
Pre-Reading Test Manual

BETTS BASIC READERS-PHONICS AND THINKING INVENTORIES

American Book Company/Van Nostrand
399 Adrian Road
Millbrae, California 94030

Inventories for readiness through 6th reader

CALIFORNIA TEST BUREAU-READING READINESS TEST

California Test Bureau
5916 Hollywood Boulevard
Los Angeles, California

Lee-Clark
Kindergarten and Grade One
Devised by Murray Lee and Willis W. Clark

CLYMER - BARRETT

Personnel Press, Inc.
20 Nassau Street
Princeton, New Jersey 08540

Pre-Reading Battery
Theodore Clymer and Thomas C. Barrett
Forms A and B

LIPPINCOTT READING READINESS TEST

J. B. Lippincott Company
1792 East Washington Square
Philadelphia, Pennsylvania 19105

The four tests are:

1. Identifying capitals shown
2. Identifying capital letters named
3. Identifying lower case letters named
4. Writing letters dictated at random

The test includes a readiness check list.

LYONS AND CARNAHAN DEVELOPMENTAL READING TESTS

Lyons and Carnahan
2500 Prairie Avenue
Chicago, Illinois

Materials:
Primer Reading Test
Lower Primary Reading Test
Upper Primary Reading Test
Silent Reading Diagnostic Test

MCKEE PRE-READING INVENTORY

Houghton Mifflin Company
777 California Avenue
Palo Alto, California 94303

by Paul McKee, M. Lucile Harrison, and James B. Stroud.

Part One Tests:

Using context and letter-sound associations.

Using context and the first letter of a printed word.

Part Two Tests:

Using context

Finding letters

Listening for letter sounds

Matching letters and sounds

METROPOLITAN READINESS TEST

Harcourt, Brace and World, Inc.
Polk and Geary
San Francisco, California 94109

by Gertrude H. Hildreth, Nellie F. Griffiths, and Mary E. McGauvran.

Tests to assess important aspects of readiness for formal first grade learning; linguistic maturity, perceptual abilities, muscular coordination and motor skills, number and letter knowledge, ability to follow directions, attention span.

MURPHY-DURRELL READING READINESS ANALYSIS

Harcourt, Brace and World, Inc.
Test Department
Polk and Geary
San Francisco, California 94109

by Helen A. Murphy and Donald D. Durrell

1. Phoneme
2. Grapheme
3. Learning rate

THE PRESCHOOL INVENTORY

Cooperative Test Division
Educational Testing Service
Berkeley, California

by Bettye M. Caldwell.

A brief assessment procedure designed for individual use with children in the three-to-six age range. It was developed to give a measure of achievement in areas regarded as necessary for success in school.

FILMED FROM BEST AVAILABLE CO

S T A R - SCREENING TEST OF ACADEMIC READINESS

by A. Edward Ahr
Preschool children
Learning to plan for individual instruction

Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

DIAGNOSTIC TESTS

CALIFORNIA PHONICS SURVEY

by Grace M. Brown and Alice B. Cottrell
Group test of phonic adequacy
Grade 7 through college

DAVIS READING TEST FORM IA

by Frederick B. Davis and Charlotte Croon Davis
Series I: for high school and college
Series III: for grades 8-11

The Psychological Corporation
304 East 45th Street
New York, New York

DIAGNOSTIC READING TESTS

Survey Section
Kindergarten-Fourth
Fourth-Eighth
Survey
Exercises

Committee on Diagnostic Reading Tests
Mountain Home, North Carolina 82758

DIAGNOSTIC READING SCALES

by George D. Spache

California Test Bureau
Del Monte Research Park
Monterey, California 93940

DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS

by Margaret Doren
Grades 1-9

American Guidance Service, Inc.
720 Washington Avenue, S.E.
Minneapolis, Minnesota 55414

IRRELL ANALYSIS OF READING DIFFICULTY by Donald D. Durrell Range Norms 1.5 - 6.5	Harcourt, Brace and World, Inc. Polk and Geary San Francisco, California 94109
RRELL LISTENING-READING SERIES by Donald D. Durrell and Mary B. Brassard Intermediate Level Form DE	Harcourt, Brace and World, Inc. Polk and Geary San Francisco, California 94109
TES-MCKILLOP DIAGNOSTIC TESTS FORM I, II by Arthur I. Gates and Ann S. McKillop Grades 1-12	Bureau of Publications Teachers College Columbia University New York, New York
LMORE ORAL READING TEST by John V. Gilmore Grade 1-8, Form A and B	Harcourt, Brace and World, Inc. Polk and Geary San Francisco, California 94109
AY ORAL READING TESTS by William S. Gray Forms A and B, Grade 1-12	Test Division of the Bobbs-Merrill Company, Inc. 4300 West 62nd Street Indianapolis, Indiana
CULLOUGH WORD ANALYSIS TESTS by Constance M. McCullough San Francisco State College	Ginn and Company 2550 Hanover Street Palo Alto, California 94304
KEE PRIMARY READING PROFILES McKee, Stroud, Hieronymus Level I and II	Houghton Mifflin Company 777 California Avenue Palo Alto, California 94304
E MCKEE INVENTORY OF PHONETIC SKILL Test 1, 2, and 3	Houghton Mifflin Company 777 California Avenue Palo Alto, California 94304

MONROE-SHERMAN GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS

by Marion Monroe and Edith Sherman
Intermediate Form - Grades 3-9

C. H. Nevins Printing Company
1414 Brighton Road
Pittsburgh, Pennsylvania 15212

MORRISON-MCCALL SPELLING SCALE

by J. Cayce Morrison and William A. McCall

Harcourt, Brace and World, Inc.
Polk and Geary
San Francisco, California 94109

THE NELSON-DENNY READING TEST FOR HIGH SCHOOLS AND COLLEGES

Houghton Mifflin Company
777 California Avenue
Palo Alto, California 94304

PHONO VISUAL DIAGNOSTIC TEST

A diagnostic spelling test of phonetic ability, and a description of the phono-visual material.

Phonovisual Products, Inc.
P.O. Box 5625
4708 Wisconsin Avenue, N.W.
Washington, D. C. 20016

ROSWELL-CHALL DIAGNOSTIC READING TEST OF WORD ANALYSIS SKILLS

by Florence G. Roswell and Jeanne S. Chall
City College, New York, New York

Essay Press
Box 5
Planetarium Station
New York, New York 10024

Tests:

- Single Consonant Sounds
- Consonant Combinations
- Short Vowels
- Long Vowels and rule of silent "e"
- Vowel combinations
- Syllabication
- Compounds
  - Two-syllable words
  - Three and four-syllable words

SILVAROLI CLASSROOM READING INVENTORY

by Nicholas J. Silvaroli

William C. Brown Company
135 South Locust Street
Dubuque, Iowa 52003

LOSSON ORAL READING TEST

by Richard L. Slosson

Slosson Educational Publications
140 Pine Street
East Aurora, New York 14052

.R.A. WRITING SKILLS TEST

by Macklin Thomas
Materials: Grades 9-12

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

TANFORD DIAGNOSTIC READING TEST

by Bjorn Karlsen, Richard Madden, and
ric F. Gardner
Level I - 2 forms
Level II - 2 forms

Test Department
Harcourt, Brace and World, Inc.
Polk and Geary
San Francisco, California 9-109

T A R T - SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS

by A. Edward Ahr
The purpose is to provide information in
mportant skill areas essential for learning.
ests Visual Memory, Auditory Memory, Visual
opying, and Visual Discrimination.

Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

ACHIEVEMENT TESTS

LLYN AND BACON, INC.

Tests to accompany the Sheldon Basic
eading Series 1st through 8th grade.

Allyn and Bacon, Inc.
Talston Park
Belmont, California 94002

ETTS BASIC READERS-PHONICS AND THINKING INVENTORIES

Inventories for readiness through 6th grade
eader

American Book Company/Van Nostrand
399 Adrian Road
Millbrae, California 94030

BOTEL READING INVENTORY

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Morton Botel
Batteries: A and B
Tests: Word Recognition
Word Opposites (Reading)
Word Opposites (Listening)
Phonics

CALIFORNIA ACHIEVEMENT TEST

California Test Bureau
Del Monte Research Park
Monterey, California 93940

Earnest W. Tiegs and Willis W. Clark
Lower Primary 1-2, Forms W or X
Upper Primary High-2 Low-4, Forms W or X
Elementary 4-6, Forms W, X, Y, Z
Junior High 7-9, Forms W, X, Y, Z
Advanced 9-14, Forms W, X, Y

DETROIT WORD RECOGNITION TEST

Harcourt, Brace and World, Inc.
Polk and Geary
San Francisco, California 94109

Eliza F. Oglesby

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APPENDIX C

SOURCES OF HELP

SOURCES OF HELP

1. State Office
   Vola Hancock
   1400 University Club Building
   136 East South Temple
   Salt Lake City, Utah 84111

   Directory Information, Sample Book and Media Center.

2. U.S.A.I.L.
   Carma Hales, Director
   1421 South 22nd East
   Salt Lake City, Utah 84108

   Sample learning games, guides, research center.

3. ECRI -- Exemplary Center of Reading Instruction
   Dr. Ethna Reid, Dr. Lowell Oswald
   Granite and Salt Lake City School District
   2870 Connor Street
   Salt Lake City, Utah 84109

   Library, research, games, films, pamphlets, resource people. Sponsor: State Day in Reading. Sponsored by I.R.A.

4. U.B.R.C. -- Uintah Basin Reading Center
   Dale Hartvigsen
   Vernal, Utah

   Resource materials and people.

5. Rice House
   Dr. Floyd Sucher
   Brigham Young University
   Provo, Utah

   Idea centers - slides on reading centers and bulletin boards. Central Utah Reading Council Materials.

6. Northeastern Utah Multi-District Project
   Nick Dyorich
   Cooperative Education Service Center
   90 North 100 West
   Heber City, Utah 84032

   Library and Professional Books

7. Instructional Media Center
   Harold W. Bell, Media Specialist
   Salt Lake District Office
   440 East First South
   Salt Lake City, Utah 84111

   Audiovisual Center
   Television Department - video-tapes tapes, films, transparencies.

8. Utah State University
Dr. Morris Mower
Logan, Utah 84321

Resource materials and people.

9. Weber State College
Dr. Jimmie D. Merrill
Ogden, Utah

Resource materials and people.

10. Southern Utah State College
Dr. Gwyn Clark, Dr. Kent Myers
Cedar City, Utah

Resource materials and people.

11. Audio Visual Laboratory
McKay Building
Brigham Young University
Provo, Utah

Ideas and materials. Do it yourself center.

12. South West Media Center
Jerald Holly
1552 West 200 North
Cedar City, Utah 84720

Media Center.

13. Phillip Argyle
Instructional Media Center
Nebo District
50 South Main
Spanish Fork, Utah 84660

Resource materials.

14. Bureau of Educational Research
Dr. Gabriel Della Piana, Director
308 V Milton Bennon
University of Utah
Salt Lake City, Utah 84112

Resource materials and people.

APPENDIX D

DISTRICT SPONSORED MATERIALS

District Sponsored Materials

	Material Title	Brief	Location	Cost
1	Guide to Developing Functional Reading Skills with Emphasis on the Utilization of the Instructional Media Center.	Research and Study Skills Booklet	Provo City Schools	$5.95
2	Auditory Discrimination Kit	Phonics Reading Kit	Provo City Schools	$6.00
3	Reading Curriculum Handbook	A non-graded, identification of information and reading skills. The various sections include: The Teacher, The Learner, Readiness, Diagnosis, Word Analysis, Vocabulary, Comprehension, etc.	San Juan School District	$50.00
4	Readiness Handbook	A guide for teachers of the primary grades in the development of Motor Skills, Oral Language, Visual Perception, Hearing and Listening, and Sensory Development.	San Juan School District	$20.00

5

Note: <u>This is in the process of publication</u> - The Utah Instructional Systems Project (UISP) has developed a completely individualized communications program, including language arts and reading consisting of technologically sophisticated instructional packages in keeping with the state philosophy of education. Information concerning these may be obtained through the Division of General Education of the State Office, 1400 University Clug Building, 136 East South Temple, Salt Lake City, Utah 84111.

Material	Title	Brief	Location	Cost
6	Comprehension Skills, 1969	Includes sections on Hidden Elements of Comprehension, Vocabulary, Understanding Thought Units and Figures of Speech, Syntax and its Effect on Meaning, Signals to Expression of "The Way Ya Say It."	Central Utah Reading Council Rice House B.Y.U. Provo, Utah	$2.00
7	Parents - Children and Reading, 1970	Outcome of CURC's years work whose theme was "Parents and Teachers Help Children Succeed in Reading."	Central Utah Reading Council Rice House B.Y.U. Provo, Utah	$2.00
8	Recreational Reading for the Classroom, 1968	Discusses effective classroom reading centers, techniques for implementing the recreational reading program, suggested books for children, and related reading games.	Central Utah Reading Council Rice House B.Y.U. Provo, Utah	$2.00
9	Granite School District First Grade Reading Study	This study reports, in detail, results of the extensive first grade study conducted in Granite School District in 1966-67.	Exemplary Center for Reading Instruction 2870 Connor Street Salt Lake City, Utah 84109	$1.75

Material Title	Brief	Location	Cost
10 Highlights of the I.R.A. Pre-convention Institute II, 1968	This contains four reports given on Critical Reading and Listening by Thomas Culliton, Sara Lundsteen, Willavene Wolf and Asahel Woodruff.	Exemplary Reading for Reading Instruction 2870 Connor Street Salt Lake City, Utah 84109	$1.75
11 Library Resources	This is a multi-ring binder containing a listing of all of the materials contained in the ECRI Library. This material serves as a good guide for the purchase of many materials for school libraries.	Exemplary Center for Reading Instruction 2870 Connor Street Salt Lake City, Utah 84109	$6.00
12 A Programmed Informal Reading Inventory Kit	This is a programmed lesson to instruct classroom teachers in utilizing their own instructional materials in administering informal inventories for classroom diagnosis.	Exemplary Center for Reading Instruction 2870 Connor Street Salt Lake City, Utah 84109	$3.00
13 Special Services For Children In Utah, 1968	This directory lists resources throughout Utah for referring children for special services for children with various disabilities.	Exemplary Center for Reading Instruction 2870 Connor Street Salt Lake City, Utah 84109	$1.00

Material Title	Brief	Location	Cost
14 The Broad Reading Program A Reading Guide, Grades 1-7, 1968	Contains philosophy and suggestions for implementing three phases of a broad reading program, including developmental, functional and recreational.	Nebo School District 50 South Main Spanish Fork, Utah	$2.00
15 School For the Fives, A Kindergarten Guide, 1967	Contains a statement of philosophy and description of a rich experiential program. It is also designed to give the teacher a way of appraising the child's readiness for reading and other skills of a first grade program.	Nebo School District 50 South Main Spanish Fork, Utah	$2.50

APPENDIX E

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BIBLIOGRAPHY

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   The National Council of Teachers of English
   508 South Sixth Street
   Champaign, Illinois

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   The Instructor Publications, Inc.
   Subsidiary of Harcourt, Brace and World, Inc.
   Instructor Park
   Danville, New York 14437

4. Childhood Education
   Association for Childhood Ed. International
   3615 Wisconsin Avenue N.W.
   Washington, D. C. 20016

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   11 West 42nd Street
   New York, New York 10036

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   Educational Press Association of America
   22 West Putnam Avenue
   Greenwich, Connecticut 06830

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   711 South Viewmont Avenue
   Los Angeles, California 90005

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   College of Education
   University of Georgia
   Athens, Georgia 30601

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   5750 Ellis Avenue
   Chicago, Illinois 60637

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    1201 16th Street N.W.
    Washington, D. C. 20036

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